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ABSTRACT

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by individual community colleges in response to specific questions raised by the Board. This report contains evaluations of 48 programs offered at 17 colleges which respond to questions related to problems such as the inadequacy of follow-up surveys for drawing conclusions about job placement; high or increasing program costs; low or declining student enrollments; low student placement in their field of training; low or decreasing numbers of degrees and awards; and low student transfer rates. In the evaluations, the colleges identify factors accounting for the problem, submit additional information as required, assess program value, and indicate plans for addressing the issues. The report also includes a statewide evaluation of media/communications technology programs, which was conducted due to poor job placement rates in this field. This evaluative report provides data on programs, student trends and characteristics, enrollment rates, students' reasons for taking the course, follow-up studies, reasons for non-employment in the field, and comparative information about student placement. The report recommends the revision of media technology programs and the provision of information in college catalogs about the limited job opportunities in the field. (HB)

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Maryland State Board for
Community Colleges

Maryland Community Colleges 1982 Program Evaluations

Issued March 1983

The Jeffrey Building
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JC 830 258

MARYLAND COMMUNITY COLLEGES

1982 PROGRAM EVALUATIONS

Maryland State Board for Community Colleges
The Jeffrey Building • Annapolis, Maryland 21401

April 1983

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FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, faculty, and the Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality, and that the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

During the first five complete cycles of the evaluation system, 230 programs were evaluated. Many programs were improved, fifty were discontinued, and 17 were made inactive.

In July 1982, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of forty-eight programs throughout the community college system. Also included are the results of a statewide evaluation of media/communications programs, conducted because of a concern about poor job placement. In most cases the colleges' efforts went beyond the questions raised by the Board. Full credit should go to Maryland's community colleges for their efforts. The Community College Program Evaluation System is an annual process. Additional community college programs will be identified for evaluation in 1983.

Brent M. Johnson
Executive Director

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Maryland State Board for Community Colleges

STATEWIDE EVALUATION
OF MEDIA/COMMUNICATIONS TECHNOLOGY PROGRAMS

Abstract

Six Media/Communications programs were designated for evaluation on a statewide basis because of a concern about poor job placement. These occupational programs are designed to prepare students for employment in such jobs as media production technicians, broadcast production technicians, and audio technicians.

Enrollment in Media/Communications programs has risen 46 percent in the past three years. The number of degrees awarded has increased along with the increase in enrollment. Demographic data indicate that Media/Communications programs enroll more men than women. Compared to all programs, Media/Communications programs enroll more black students, more full-time students, and more young students.

In terms of employment in the field of training, Media/Communications programs are among the worst in the State. Only 19 percent of the Media/Communications graduates were employed full-time in their field of training nine months after graduation. Over twice as many (44 percent) of the graduates did some transfer work, perhaps because of difficulties in finding immediate employment. When three colleges were asked about the reasons for low job placement, they cited depressed economic conditions and the reluctance of graduates to move out of the counties to secure a job. Actions proposed by all six colleges to deal with the job placement problem included reviewing the curriculum, continuing contact with the advisory committee, hiring a full-time coordinator, and improving articulation for those who transfer. None of the colleges proposed discontinuing the program.

The State Board for Community Colleges recommends that: (1) at colleges where more Media Technology graduates transfer than get full-time jobs in the field, consideration be given to revising the programs to be transfer programs; and (2) when follow-up information warrants, catalog statements about Media/Communications Technology programs include information about the limited opportunities for full-time employment in the field.

Maryland State Board for Community Colleges

STATEWIDE EVALUATION OF MEDIA/COMMUNICATIONS TECHNOLOGY PROGRAMS

The Program Evaluation System of the State Board for Community Colleges is in its fifth complete cycle. Data about every program at each college is reviewed by the State Board for Community Colleges staff annually. In this quantitative review, several programs have repeatedly appeared to be weak in job placement. For the 1982 program evaluations, it was decided to ask each college having a program in Media/Communications technology (Hegis 5008-01) to conduct a qualitative evaluation of its program. The resulting evaluations are included in this publication; the evaluation of the Harford program was published in 1981. This article summarizes statewide data about the programs, and takes the following form:

- Program descriptions
- Student trends and characteristics
- Program performance
- Discussion and recommendations

Program Descriptions

Media/Communications programs are offered at six community colleges in Maryland. The titles of the programs and options, if any, are as follows:

Allegany, Media Technology
Anne Arundel, Multi-media Technology
Community College of Baltimore, Mass Communications
Dundalk, Media Technology
Harford, Mass Communications
 Broadcast Advertising/Sales option
 Broadcast Production/Announcing option
 Broadcast Studio Engineering option
 Public Relations/Advertising Production option
Montgomery College-Rockville, Communication and Broadcasting
 Radio option
 Television option

According to college catalogs, Media programs are intended to prepare persons for positions such as media production technicians, photographers, and audio technicians. Communications programs are intended to prepare persons for positions such as broadcast production technicians, broadcast engineering technicians, and instructional media technicians.

All of the Media/Communications programs grant an associate in arts degree after 60 to 65 credit hours of instruction. Certificates are awarded only at Harford Community College in the Broadcast Advertising/Sales and Broadcast Production/Announcing options. Table 1 gives the distribution of technical subjects in the Media/Communications programs and options. Eleven subjects are common to both

Media and Communications emphases. Programs in Media, however, tend to include courses in Media Production, Film Production, and Graphics. On the other hand, programs in Communications have courses in Music, Voice, and Speech. General education subjects are not shown.

Table I

TECHNICAL SUBJECTS IN MEDIA/COMMUNICATIONS PROGRAMS
BY CREDIT HOURS

	Media			Communications		
	<u>All</u>	<u>Ann</u>	<u>Dun</u>	<u>Bal</u>	<u>Har</u>	<u>Mon</u>
<u>Subjects Common to Media and Communications</u>						
Introductory courses	3				3	9
Television, Radio	6	3	6	12	12	24
Photography	6	3	6	3		
Administration, Management	3	3				3
Practicum, special projects	3	3	6		3	
Journalism		3				6
Writing for Media		3		3	3	3
Mass Media		3			3	3
Film as Art		3		3		
Art	3		3		6	
Advertising and Sales Promotion		3			6	
<u>Subjects only in Media Programs</u>						
Repair	3					
Audio	3					
Multi-media Production, Materials	3	3	6			
Film Production	3	3	3			
Graphics	3	3	3			
Introduction to Theatre		3				
Media Systems			3			
<u>Subjects only in Communications Programs</u>						
Voice and Diction				3		3
Music				3	9	9
Oral Interpretation, stage speech				3	3	
Public Opinion and Propaganda					3	
Public Relations					3	
Marketing					3	
Electronics, Physical Science					22	3

Student Trends and Characteristics

As shown in Table 2, headcount enrollment in Media/Communications programs has increased 46 percent between 1979 and 1982; the majority of students attend on a full-time basis. Full-time equivalent enrollment in Media/Communications courses, as reported through the discipline cost analysis, has risen by 139 percent between 1979 and 1981; much of the increase is due to an increase in 1981 at the Community College of Baltimore. The number of awards has increased 58 percent between 1979 and 1982. Cost per FTE is also shown in Table 2 and reflects total operating expenditures, including indirect expenditures. The discipline costs for Media/Communications have declined in recent years, from \$2,764 per FTE in 1979 to \$2,407 per FTE in 1981; the reduction in unit cost could be due to the increase in FTE enrollment. The discipline cost for Media/Communications was 18 percent above the average cost for all occupational disciplines in 1979, but in 1981 the cost for Media/Communications was about the same as the average for all occupational disciplines.

Table 2

ENROLLMENT, DISCIPLINE COSTS AND AWARDS IN MEDIA/COMMUNICATIONS PROGRAMS

	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>Percent Change 1979-82*</u>
<u>Headcount Enrollment in Program (Fall)</u>					
Full-time	307	356	382	392	28%
Part-time	182	232	295	322	77
Total	<u>489</u>	<u>588</u>	<u>677</u>	<u>714</u>	<u>46</u>
<u>Course Enrollment and Costs (Fiscal Year)</u>					
FTE Students, Media/Communications	197	242	471	NA	139
Cost/FTE, Media/Communications	\$2,764	\$3,108	\$2,407	NA	-13
Cost/FTE, All Occupations	\$2,342	\$2,408	\$2,413	NA	3
<u>Awards (Fiscal Year)</u>					
Certificates	0	1	1	2	-
Associate degrees	55	76	78	85	55
Total	<u>55</u>	<u>77</u>	<u>79</u>	<u>87</u>	<u>58</u>

NOTES:

- * Interval is 1979-81 for FTE and cost/FTE data.
FTE = Full-time equivalent
NA = Data not available

The Enrollment Information System provides demographic information about the students in Media/Communications programs (Table 4). About three-fifths of the students are men; in other programs, three-fifths of the students are women. Black students account for about one-fourth of the enrollment in Media/Communications programs, a higher proportion than in all community college programs. A much higher proportion of students are enrolled on a full-time basis, 55 percent versus 30 percent for all programs. As a result, the average credit load for Media/Communications students is relatively high. Reflecting the same full-time student phenomenon, the median age of Media/Communications students is lower than the State median age.

The follow-up of students who were first-time entrants in 1978 provides an indication of the primary reason students gave for attending Media/Communications programs (Table 3). The dominant reason for attending is to explore a new career or academic area. Fifty-one percent cited exploration as a reason, versus 16 percent for all students. While Media/Communications programs are occupational programs, only 12 percent of the follow-up respondents said that their reason for attendance was to prepare for a job or to update their skills for a current job. The comparable State figure is 32 percent. The entrant follow-up study also indicates that Media/Communications students persist longer in attendance than most entrants, earning 43 credits during their stay, versus 27 for students in all programs.

Table 3

PRIMARY REASON FOR ATTENDING COMMUNITY COLLEGE

	Media/Communications		All Programs	
	Number	Percent	Number	Percent
Explore new career/academic areas	22	51	1,154	16
Prepare for immediate career entry	5	12	1,451	20
Prepare for transfer to four-year college	7	16	2,329	31
Update skills for a job currently held	0	0	903	12
Interest and self-enrichment	5	21	1,398	19
Other reason	0	0	188	2
Total	43	100%	7,423	100%

Source: Follow-up Survey of 1978 Entrants

Table 4
CHARACTERISTICS OF ENROLLED STUDENTS
FALL 1982

	<u>Media/Communications</u>		<u>All Programs</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
<u>Enrollment by College</u>				
Allegany	50	7%		
Anne Arundel	214	30		
Baltimore	134	19		
Dundalk	37	5		
Harford	60	8		
Montgomery-Rockville	219	31		
Total	714	100%		
<u>Sex</u>				
Male	412	58	41,142	40%
Female	302	42	60,768	60
<u>Race</u>				
Black	172	24	18,159	18
White	482	68	73,205	72
Other or Unknown	60	8	10,567	10
<u>First-time Status</u>				
New to college	203	28	30,026	29
Returning to college	511	72	71,905	71
<u>Attendance Status</u>				
Full-time	392	55	30,488	30
Part-time	322	45	71,443	70
<u>Number of Credits</u>				
Mean	10.3 credits		7.62 credits	
Median	11.8 credits		6.21 credits	
<u>Age in 1980</u>				
Mean	24 years		28 years	
Median	21 years		24 years	

Source: Enrollment Information System

Program Performance

In order to assess program performance, data from the graduate follow-up studies were used (Table 5). Graduates from fiscal years 1978 and 1980 were surveyed by each college using a standard questionnaire about nine months after graduation. The response rate was about 60 percent for both studies. Among the Media/Communications respondents in the most recent study, 19 percent were employed full-time in a job related to their training; 12 percent were employed full-time in an unrelated job. Among all persons employed full-time, 62 percent began their present job after leaving the college. The median annual salary for full-time employees was \$8,892. Forty percent were employed part-time. Many students (44 percent) had done transfer work at a four-year college. A graduate can report simultaneous status as employed and transferred. In terms of student satisfaction, 65 percent of the respondents said that they had achieved their goal; the comparable figure for all programs is 86 percent. Ninety-eight percent of the Media/Communications respondents said that they were satisfied with the quality of instruction in their program.

Table 5

FOLLOW-UP OF MEDIA/COMMUNICATIONS GRADUATES

	1978 Graduates		1980 Graduates	
	Number	Percent	Number	Percent
Number of Respondents	23	-	43	-
Employed Part-time	3	13%	17	40%
Employed Full-time in				
Directly related job	3	13	3	7
Somewhat related job	3	13	5	12
Unrelated job	4	17	5	12
Transferred	9	39	19	44
Achieved Goal	18	78	28	65
Satisfied with Instruction in Program	21	91	42	98
<u>Among Full-time Employees</u>				
Median Salary			\$8,892 (n=11)	
Began New Job after College	5	50	8	62

NOTES:

- (1) Graduates are surveyed about nine months after graduation.
- (2) Transferred refers to any amount of transfer work done. A graduate can report simultaneous status as employed and transferred.

College Evaluations

In the evaluations of the Media/Communications programs, three colleges were asked questions about low placement and three were asked to provide additional follow-up information. The responses of the colleges are summarized in Table 6. Three colleges had an inadequate graduate follow-up sample and were asked to contact more of the former students about job placement. The Community College of Baltimore and Harford Community College found placement rates of 24 and 27 percent, respectively. Dundalk found a placement rate of 73 percent. When three colleges were asked about the reasons for low job placement, they cited depressed economic conditions and the reluctance of graduates to move out of the counties (Allegany and Anne Arundel) to secure a job. Actions proposed by all six colleges to deal with the job placement problem included reviewing the curriculum, continuing contact with the advisory committee, hiring a full-time coordinator, and improving articulation for those who transfer. None of the colleges proposed discontinuing the program.

Table 6

SUMMARY OF COLLEGE RESPONSES TO EVALUATION REQUESTS

Allegany	Issue:	Low job placement
	Reasons:	Depressed economy Students do not want to move out of county Some students are transferring to four-year colleges
	Actions:	Monitor progress of the program Continue to meet with Advisory Committee Limit enrollment to match facilities
Anne Arundel	Issue:	Low job placement
	Reason:	Students do not want to move out of county
	Actions:	Consider revising the curriculum toward more specialization Increase emphasis on placement Explore shared facilities for computer typesetting
Baltimore	Issue:	Inadequate follow-up sample
	Finding:	24 percent of students employed full-time in field
	Actions:	Full-time program coordinator hired Evening courses offered Media Club established Planning for role in Baltimore City cable television
Dundalk	Issue:	Inadequate follow-up sample and high cost
	Finding:	73 percent of students employed full-time in field
	Reasons:	Production orientation of television and film courses Low enrollment
	Actions:	Better marketing of the program Increase the size of the program
Harford	Issue:	Inadequate follow-up sample
	Finding:	27 percent of students employed full-time in field
	Actions:	Improve articulation for those who transfer Radio and television facilities are being completed Review certificate in Broadcast Studio Engineering
Montgomery	Issue:	Low job placement
	Reason:	None provided
	Actions:	Curriculum being reviewed Transfer option being considered

Discussion and Recommendations

The statewide evaluation of Media/Communications programs was stimulated by a concern about poor job placement. How is the placement rate for Media/Communications programs in relation to other occupational programs? Data in Table 7 indicate that Media/Communications programs are among the worst programs in Maryland in terms of employment full-time in the field of training. When programs emphasizing Media and Communications are analyzed separately, the differences in placement are not radical, 28 percent in the Media programs, and 15 percent in Mass Communications.

Table 7

EMPLOYMENT AND TRANSFER AMONG GRADUATES LISTED IN ORDER OF HIGHEST PLACEMENT RATE

HEGIS Code	Program Title	Total Sample	Employed Full-time in Field of Training	Began New Full-time Job After College	Transferred
5005-01	Secretarial	189	66%	70%	13%
5101-01	Data Processing	171	64	50	25
5208-01	Nursing	388	64	85	12
5310-01	Electronics	74	62	44	38
5202-01	Dental Assistant	36	61	65	28
5203-01	Dental Hygiene	36	61	100	14
5505-01	Law Enforcement	195	59	29	48
5001-01	Business	109	58	32	41
All Occupational Programs		2447	56	57	29
5004-01	Management	76	55	41	38
5002-01	Accounting	160	54	47	34
5205-01	Medical Laboratory Technician	39	51	70	33
5507-01	Fire Science	40	51	11	38
5503-01	Early Childhood	37	49	67	38
5103-01	Computer Programming	71	43	41	46
5216-01	Mental Health	77	34	50	36
5506-01	Recreation	36	25	54	69
5008-01	MEDIA/ COMMUNICATIONS	43	19	62	44

NOTES:

- (1) FY 1980 graduates were surveyed in 1981.
- (2) Part-time employment is not shown.
- (3) Programs with fewer than 35 respondents are not shown.
- (4) Transferred refers to any amount of transfer work done. A graduate can report simultaneous status as employed and transferred.

In many ways, Media/Communications programs represent a puzzle. Enrollment is growing rapidly, and the programs are populated by lots of younger men attending full-time. Many have career or academic exploration as a goal, and not preparation for a job. Graduates from the programs do not tend to get jobs, and the jobs that they do get do not pay well. Self-reported goal achievement is far below the State average. Why is there increasing enrollment in programs with such little apparent success?

Another puzzling element is that there is some evidence (Larkin, 1982) that communications represent one of the emerging occupations in the United States. Changes in technology are creating new patterns of employment demand, including jobs connected with cable television, satellites, and radio and television broadcasting. Either the curricula of the community colleges are not preparing persons with the required skills, or the growth in job openings related to communications industry has not yet materialized.

In connection with the low placement rate for Media/Communications programs, two points can be made. First, the primary factor in the approval of new occupational programs is the availability of jobs for the graduates. If a program is not successful in achieving its primary mission, then serious consideration should be given to discontinuing the program. The fact that some students use the program for career exploration is relevant, but the program probably would never have been endorsed by the State Board for Community Colleges and approved by the State Board for Higher Education on the basis of exploration. At the very least, colleges should let students know that there are few job opportunities available for persons who complete the program.

The second observation in light of the data in Table 7 is that community colleges have a responsibility to publicize a program as primarily occupational or transfer. Twice as many Media/Communications graduates did transfer work as obtained full-time jobs in their field. Admittedly, some students do not make fine distinctions in these matters, often gaining employment after a transfer program and transferring after an occupational program. However, as the provider of an educational service, the community college system has an obligation to shape educational experiences that are designed basically for one use or another. It would be difficult to maintain that exactly the same courses that prepare a student for employment are the same ones that best prepare for junior level standing at the University of Maryland.

It is recommended that:

- (1) At colleges where more Media Technology graduates transfer than get full-time jobs in the field, consideration be given to revising the programs to be transfer programs; in these cases, Media/Communications programs should be discontinued as occupational programs.
- (2) When graduate follow-up information warrants it, catalog statements about Media/Communications Technology programs include information about the limited opportunities for full-time employment in the field.

Reference:

Larkin, Paul, "Communication Industry Needs and Higher Education Programs: What Are We Doing Now to Prepare for 1990?" Largo, Maryland: Office of Institutional Research and Analysis, 1982.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Allegany Community College

PROGRAM TITLE: General Studies (transfer)

PROGRAM HEGIS NUMBER: 4950-01

LEVEL OF AWARD: AA

I. What factors account for the declining awards in this program?

There are several factors which may account for the decline in the number of Associate in Arts degrees in the General Studies curriculum. The General Studies curriculum at Allegany Community College, as described in the College catalog, has three functions: (1) to enable the student to explore the general areas of higher education and to help him to determine a major field of concentration; (2) to serve as a curriculum which, through the wise selection of elective courses, can be adapted to fit specific requirements of a particular four-year college to which the student desires to transfer; and (3) to serve as a career curriculum for the student who does not plan to continue in a four-year college program. One reason why there has been fewer Associate in Arts degrees awarded in the General Studies is that increasing numbers of students are using the General Studies curriculum for its first function; that is, they are enrolling in General Studies until they decide which specific course of study they wish to pursue. Then, upon acceptance into the program or curriculum of their choice, they leave General Studies. A large group of ACC students use the General Studies curriculum as a sort of "holding-pattern." That is, they come to ACC knowing they want to enroll in the Nursing Program or the Data Processing Program, or one of our other high demand subjects that have waiting lists for admission, and they enroll in General Studies until there is a place for them in the program of their original choice.

The second function of the General Studies curriculum, to prepare students for transfer to a four-year institution, does not insure that students will stay in the General Studies curriculum until they complete degree requirements. Increasing numbers of students are transferring to four-year institutions before completing requirements for the Associate in Arts degree in General Studies. Still another trend which may account for the decline in the number of degrees awarded in General Studies is the increase in the number of students who transfer to four-year institutions from career and certificate programs in their community college. More and more students are becoming aware that they do not have to be enrolled in liberal arts or general studies in order to transfer to a four-year institution.

The decreasing number of degrees awarded in General Studies may also be a reflection of the national and statewide trend away from general education and toward career and vocational education among college students in general, and community college students in particular. More than fifty percent of the nation's community college students are enrolled in career education, and Allegany Community College is no exception to this phenomenon. A large majority of ACC's students are enrolled in career and technical programs.

2. At what level does the college expect the awards to stabilize?

Since the enrollment and completion of degrees in General Studies seems to be correlated with a number of external variables such as the general state of the economy, the public perception of the utility of a general education, the rate of unemployment, the popularity of career education, and the actions and policies of four-year institutions, it is difficult to predict with confidence an answer to this question. We do not predict an immediate move away from the trend towards career education, or an immediate change in the public perception of the value of a general education, nor do we see any immediate change in the economy; but, the College is taking a number of positive steps to promote student interest in General Studies and student persistence in degree efforts, and we expect the rate of degrees awarded to rise.

3. What does the college consider to be a minimum number of awards for a successful program?

The College does not evaluate the success of the General Studies curriculum in terms of a minimum number of degrees awarded in General Studies. The General Studies curriculum may successfully fulfill its three functions without awarding degrees. However, the College does want to be sure that it is providing the opportunity for those students interested in obtaining the Associate in Arts degree in General Studies to indeed receive that degree. The College is concerned about the decrease in the number of degrees awarded in General Studies, and we are taking steps to investigate this situation and to promote the Associate in Arts degree in General Studies.

4. Make a value judgment about the program in terms of its enrollment and quality.

Enrollment in General Studies has shown a steady increase since 1978. The 148 students enrolled in the General Studies program in 1981 represent a 15 percent increase over the 128 students enrolled in General Studies in 1978. We feel that the quality of our General Studies curriculum remains high as indicated by student responses to follow-up surveys and student performance data after transfer to four-year institutions. Although the sample is small, 100 percent of the respondents expressed satisfaction with their preparation for transfer from the ACC General Studies curriculum as reported in the State Board for Community Colleges Program Data Monitoring System. These results are consistent with the results for the larger survey of 1980 graduates conducted by Allegany Community College which reported 84 percent of ACC transfer students were satisfied or extremely satisfied with their preparation for transfer.

The performance of ACC students after transfer to four-year institutions also reflects, in part, on the quality of the General Studies curriculum. Data provided by the State Board for Community Colleges indicate that ACC transfer students to the University of Maryland at College Park have earned a grade point average of 2.68, and ACC transfer students to Frostburg State College have earned a 2.89 GPA.

5. What action(s) does the college plan to take to address the above issues?

The College is planning and has already taken a number of steps to respond to the decreasing number of degrees awarded in General Studies. First, the College has developed a new program within the General Studies curriculum called the Four-Year College and University-Parallel Curriculum. The emphasis of this program is on encouraging students to complete their Associate in Arts degree before they transfer to a four-year institution. Basically, this program involves intensive, individualized academic advisement of students by key College professional staff and faculty. The aim of this program is to help students decide specifically what major they want to pursue and where they will transfer so they can carefully choose their first two years of coursework and transfer without loss of credit, while at the same time completing their Associate in Arts degree.

Second, the College has established a retention committee composed of administrators and faculty to investigate student attrition and to develop plans to help students reach their educational goals; to improve persistence; and to increase the rate of degree completion. Although this committee is looking at every curriculum in the College, they will look closely at the General Studies curriculum to investigate specifically if there are significant numbers of students who begin in the General Studies curriculum with the intention of getting an Associate in Arts degree in General Studies who do not complete that degree; and if so, why they do not persist in their degree plans.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Allegany Community College

PROGRAM TITLE: Media Technology

PROGRAM HEGIS NUMBER: 5008-01

LEVEL OF AWARD: AA

1. What factors account for the low placement of students in their field of training?

Six of the fifteen graduates of Media Technology in 1980 (40 percent of the class) transferred to four-year institutions where they all majored in media-related fields of study. Of these six, two have since finished their B.S. degrees and found full-time employment in media professions. The other four are still in school. We have lost contact with three members of the class of fifteen, and are not able to report on their present employment.

In addition to the large percentage of students in Media Technology that transfer to four-year institutions, the depressed general state of the economy and high rate of unemployment in Western Maryland in part account for difficulties our graduates have had finding full-time employment. The fact that our students are reluctant to relocate to other parts of the state and country to find employment also explains in part why so many have not found full-time employment in the media profession.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

Video Engineer	Free-Lance Photographer
Television Director	Radio Announcer
Media Technician	Audio-Visual Mechanic
Staff Photographer	Audio Manager - Retail Sales

3. Describe any contacts that you have had with employers about the curriculum and the need for the program.

Regular and frequent contact with the primary employers of our media technology students is maintained through meetings of our advisory committee. The advisory committee of the Media Technology Program at Allegany Community College is made up of four members of the professional media community who represent the major media-related employers in Allegany County, including the local television station, a local radio station and a local photography studio. In addition, media faculty have had contact via telephone interviews with employers outside the County who have called us inquiring about our graduates and program.

The Director of the Media Technology Program, met with the whole advisory committee and/or sub-committees of that group, six times last year. The purpose of those meetings was to consult the advisory committee on (1) the purchase of new equipment for a motion picture course to be offered at the college; (2) the adoption of a textbook for the motion picture course; (3) improving the existing audio facilities in the college for the purpose of starting a possible campus broadcast facility; (4) reviewing the content of each media course; and (5) plans to improve articulation of ACC's Media Technology Program with programs offered at the county vocational-technical center. A meeting of the Media Technology Advisory Committee is also being planned to discuss the fact that many Media Technology students do transfer to four-year institutions. The possible addition of a transfer option to the Media Technology curriculum and appropriate changes in course content and catalog descriptions of the program will be discussed at this future session.

4. Make a value judgment about the program in terms of its enrollment and quality.

Enrollment in the Media Technology Program has remained stable since its beginning in 1975, and has shown a steady increase for each year from 48 students in 1978 to 58 in 1981. Our enrollment is governed to a degree by the physical facilities available, and we feel that we have the maximum number of students enrolled to provide the highest quality instruction and insure the students a high quality educational experience. The quality of the program has also been consistently high, and we believe is always improving. The SBCC Program Data Monitoring System reports that 100 percent of the students were satisfied with the instruction they received, and 89 percent reported that they had achieved their program goal or were still enrolled in the program. This latter figure is 34 percent higher than the 65 percent rate of goal achievement reported for the statewide data.

In addition, returning graduates have told the program director and the three part-time faculty that the quality of the instruction, and the Media Technology Program as a whole, is higher than they have experienced at four-year colleges and universities.

5. What action(s) does the college plan to take to address the above issues?

We will continue to constantly review and monitor all aspects of our Media Technology Program, its students, its graduates and the media technology job market.

We will maintain and encourage regular communication with our graduates to collect feedback from them about our program and their experiences in the profession.

We will continue to meet regularly with our advisory committee and collect information and advice from them about our students, our program and the job market.

The faculty of the program will continue to meet regularly to assess the program and to monitor the job market through contacts with the students, graduates, area employers and the professional media journals.

We will maintain quality in our program by limiting enrollment to a number that will ensure maximum experience with equipment and attention from faculty. In other words, we do not admit to the program more students than our facilities and staff can effectively serve and still provide the highest quality education.

SBCC STAFF RECOMMENDATIONS:

- (1) Consideration should be given to revising the program to be a transfer program.
- (2) Catalog statements about the program should include information about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Allegany Community College

PROGRAM TITLE: Recreation Leadership

PROGRAM HEGIS NUMBER: 5506-01

LEVEL OF AWARD: AA

1. What factors account for the low placement of students in their field of training?

The state of the nation's economy in general and in Allegany County in particular has had a detrimental effect on job placement in recreation. Public recreation has often been viewed as "non-essential," and has been severely affected by budget cuts, job freezes and reductions in force. Over 80 percent of the students in the recreational leadership program have transferred to four-year institutions and delayed entry into the job market. In addition, there is a marked hesitancy on the part of ACC students and graduates to leave Allegany County and relocate in other parts of the State or country to find employment.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

MNCPPC - Mounted Patrol
US Army - Military Police
Friends Aware - Aide
Senior Citizens Day Care - Recreation Programmer
Cumberland Recreation Department - Activities Director
Allegany County Board of Education - Aide
Finan Center - Program Director
Finan Center - Activities Director
CETA - Program Director
Salvation Army - Recreation Director
YMCA - Program Director

3. Describe any contacts that you have had with employers about the curriculum and the need for the program.

The Recreational Leadership Advisory Committee is comprised of five professional representatives of agencies and organizations within the County who are concerned with providing recreational activities for residents and who also represent the primary employers of ACC recreation students and graduates. Members of the Recreational Leadership Advisory Committee represent the Cumberland Recreation Department, the Frostburg Recreation Department, Frostburg State College and Rocky Gap State Park.

The Recreation Leadership Advisory Committee did not meet formally last year. However, the ACC faculty member responsible for managing the Recreation Leadership Program, did have several meetings and discussions with individual members of the Advisory Committee. Mr. Black had two conversations with each member of the advisory committee regarding proposed changes in the Recreation

Leadership Program. In those conversations, committee members were informed of the State Board for Community Colleges' recommendation that a transfer option in Recreation Leadership be offered students, and committee members were asked their opinions of this change. All the members of the Advisory Committee agreed with this change, and they suggested that efforts be made to improve articulation with the Recreation Department at Frostburg State College since most of the ACC's transfers go to Frostburg State College.

4. Make a value judgment about the program in terms of its enrollment and quality.

Enrollment in the Recreation Leadership program has remained stable at approximately 30 for the past six years and we expect this level to continue with only slight fluctuation.

The overall quality of this program remains high as reflected by unsolicited comments from employers of recent graduates, information collected from former students, the success of graduates and students in transferring to four-year institutions, and data provided by the State Board for Community Colleges.

Former students and graduates return to visit with faculty frequently and consistently they report that they were well prepared for their later studies and endeavors. The fact that so many students return for visits of their own accord is in itself a reflection of the quality of the program.

The quality of the Recreation Leadership program is also reflected by the data provided by the State Board for Community Colleges Program Data Monitoring System which reported that of the respondents, 100 percent were satisfied with the instruction they received in the program, and that 100 percent of the respondents had transferred to four-year institutions. Indeed, transfer to a four-year institution has become the most common practice for recreation leadership students. For the past five years, over 80 percent of graduates of the Recreation Leadership program have transferred to four-year institutions. Of the 32 students enrolled in Recreation Leadership at ACC in 1980, fourteen have transferred to four-year institutions, nine have completed their Bachelor's degree, and five are still in school. Of the remaining group, three have found employment in the recreation field.

5. What action(s) does the college plan to take to address the above issues?

It has for years been the policy of the Recreation Leadership program faculty (and the College in general) to be "up-front" with students regarding job opportunities in recreation leadership with a two-year degree. Students are informed of limited job opportunities prior to their enrollment in recreational leadership, and all prospective recreation majors are strongly advised to seek a four-year degree with the explanation that job opportunities, responsibilities, and pay are much higher with a four-year degree.

Since virtually all students in Recreation Leadership do transfer to four-year institutions, the College has taken the following actions:

First, the College has added a Recreation Leadership Transfer Program (Arts and Sciences Option) to the College curriculum and the College catalog. Second, a member of the Recreation Department at Frostburg State College (the institution to which most ACC students transfer) has been added to the membership of the

Recreation Leadership Advisory Committee, and finally, members of the Recreation Leadership faculty have become active participants in the College Parallel Curriculum Program which calls for intensive individualized academic and career counseling of students and is designed to assist students with transfer and career plans and to promote completion of their associate degrees.

SBCC RECOMMENDATION:

It is recommended that the advisory committee meet on a regular basis to evaluate the content and the success of the program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Biological & Physical Sciences (transfer)

PROGRAM HEGIS NUMBER: 4920-01

LEVEL OF AWARD: AA

1. What factors account for the declining awards in this program?

A major factor contributing to declining awards in the preprofessional program was the institution of a General Studies (GS) program at AACC. Awards in the preprofessional program began declining after 1974, the first year that the GS program was offered. The GS program is more liberal in its course requirements and, therefore, offers a less rigorous option for students. Since the GS program is readily accepted by higher institutions, including medical colleges, students frequently choose it rather than the traditional preprofessional program.

A second factor causing declining science awards in general is the decreasing number of job prospects in areas such as environmental affairs, teaching, research, and dentistry. The drop in awards most certainly reflects a student switch to areas of increased job demand, such as computer science.

2. At what level does the college expect the awards to stabilize?

It is difficult to make a precise prediction of when awards in the science transfer programs will stabilize. Certainly the state of the economy will have a profound effect. As the economy stabilizes and becomes more affluent, employment opportunities should increase. More money should become available for teaching and research and more attention may be given to environmental problems. Another factor which would help stabilize our awards would be a stabilization of the population itself. With fewer total students graduating from high schools in recent years, the number of potential college students has decreased. The preprofessional program in general, seems to attract the younger student, fresh from high school. Stabilization of numbers of high school graduates may, therefore, help to stabilize the numbers of students in our programs.

3. What factors account for a loss of credits upon transfer that is above the State average?

Factors that could account for a loss of credits upon transfer include: poor advising, failure of students to seek advising, change of curriculum of a student after transfer, and lack of coordination of AACC programs with those of the transfer institutions. The last factor was mentioned most often in the student survey. There appears to be a difference in physical education and English requirements between AACC and the University of Maryland, for example. Whereas both AACC and UM formerly required four semesters in each of those areas, UM now requires only two physical education courses and one lower-level English course. One final factor causing loss of credits upon transfer is that some students, for one reason or another, take as many as 70 or 80 credits of course work while they are at AACC. Since only 60 credits will be accepted by the

transfer institution, these students will obviously lose credits in the transfer process.

4. What factors account for a satisfaction with preparation for transfer that is below the State average?

This was the most difficult of the questions to resolve, since the word "preparation" can be interpreted in two different ways (i.e., instructional preparation OR advising preparation). The committee closely examined the graduate follow-up questionnaires in search of specific areas of dissatisfaction.

The preparation issue was first examined from the standpoint of instructional preparation for transfer. Of the 11 students that actually transferred to four-year schools, four were "extremely satisfied" with the quality of classroom instruction in their program of study, seven were "satisfied" with instructional quality, while none of the students were "unsatisfied" with the quality of instruction. This would seem to indicate that poor instructional preparation was not a problem for these AACC graduates.

The second way to view the preparation question was from the standpoint of advising preparation. There was a direct connection between degree of satisfaction with preparation to transfer and how closely the transfer curriculum was related to the AACC curriculum. The most satisfied students were those transferring into directly related curricula, while the unsatisfied students were those who transferred into curricula that were only "somewhat related." If this change of curriculum was due to a change in career goal by the students, it would appear to be out of the control of the community college. However, other reasons for curriculum changes include: poor advising of students, failure of students to consult advisors, and failure of students to heed the suggestions of advisors. These latter problems might be solved by better preparing advisors to serve the students' needs and by checking up on students after the advising period is over. The community college should also reexamine its articulation with programs of transfer schools to see if the root of the problem lies there.

Finally, in researching its answer to this question, the committee noticed the inconsistency of students in answering similar questions on the questionnaire. Two students gave contradictory answers to question C, which asks if the student's goal (to be prepared to transfer) was achieved, and question K, which asks if he or she was satisfied with preparation for transfer. This is essentially the same question worded in two different ways. The contradictory responses to these questions may indicate either that the students don't understand the questions on the questionnaire, or that they don't take the time to answer them carefully.

5. What factors account for a goal achievement rate that is below the State average?

This question directly overlaps the previous one. The goal of the transfer students answering the questionnaire was "preparation for transfer to a four-year institution." Thus, students who said they achieved their goal were indicating that they were satisfied with their preparation for transfer. As was stated above, the students who transferred into a curriculum directly related to their AACC curriculum were the ones who said they had achieved their goal of preparation for transfer. Thus, as discussed under question four, the key to lack of goal

achievement must lie in the changing of curricula by students, for one reason or another, or in poor articulation of AACC programs with those of transfer institutions.

6. Make a value judgment about the program in terms of its enrollment and quality.

The number of preprofessional students at any two-year school is bound to be small in comparison to a four-year school. However, it is important to realize that the courses making up the preprofessional program at AACC are not populated exclusively by preprofessional students. These same courses are used by many other curricula as well. They are fundamental courses that would be offered even if the preprofessional program were not offered. Thus, the preprofessional program at AACC really offers an option to the highly-motivated student without involving additional staffing or scheduling.

As far as the quality of the program is concerned, the students participating in the survey indicated that they were satisfied with quality of classroom instruction. In fact, 100 percent of the respondents were satisfied, as compared with 96 percent in community colleges statewide. Satisfaction with classroom instruction was also noted by several students in written comments on the questionnaire. Nevertheless, the science division at AACC has recently undertaken a faculty development program to encourage improvement in classroom instruction.

7. What action(s) does the college plan to take to address the above issues?

The answers to previous questions have already indicated some actions that will be initiated as a result of this evaluation. There are two major areas of actions to be taken.

A. Improvement of student advising, including:

1. Improving the awareness of advisors to student problems
2. Improving student awareness of the advantages of seeking an advisor
3. Following up on students after the advising period is over, and
4. Improving the communication between the advising center and the various divisions of the college.

B. Investigation of the problems in articulation between AACC and transfer schools, including:

1. Comparing requirements of transfer schools relative to those of AACC.
2. Making sure that catalogs of transfer schools are made available to students and advisors.
3. Examining the problems of credits being lost during the transfer process to determine which specific courses are not transferring, with the hope of either improving or discontinuing such courses.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Financial Accounting

PROGRAM HEGIS NUMBER: 5002-01

LEVEL OF AWARD: AA

1. The ratio of enrollment-to-awards in this program is considerably higher than in similar programs in other Maryland community colleges. What factors account for the relatively low number of awards at your college?

The ratio of enrollment-to-awards in this program is considerably higher than similar programs in other Maryland community colleges because a large segment of the students who are listed in the Financial Accounting curriculum at Anne Arundel have an educational objective that most likely does not include an Associate degree. This fact became evident in a survey of all students enrolled in accounting courses. In the results of this Financial Accounting Student Survey, 148 of the respondents indicated Financial Accounting as their curriculum. However, of that number, 57 (39%) also indicated that their primary motive for enrolling in accounting courses was to obtain qualifications to sit for the CPA Examination. In every case the CPA aspirants already held a bachelor's degree or higher. Stated another way, only 91 (61%) of those responding might be classified as bonafide associate degree seekers.

According to SBCC data, an average of 335 students were enrolled in Anne Arundel's Financial Accounting curriculum in the years 1976 through 1981. However, as indicated by the sample results described above, only 61% (204) of these might be considered to be potential recipients of an associate degree.

Over the last six years, the average number of associate degrees awarded in Financial Accounting was 12. If one considers the true number of associate degree seeking students to be 204 instead of 335, then the ratio of enrollments to awards is approximately 17. This is slightly below the statewide ratio of total enrollments to associate degrees awarded, as displayed in the 9/14/82 SBCC Program Data Monitoring (PDM) System Report.

Additionally, while overall enrollment has been stable during the period 1976 through 1981, the number of full-time students has fallen sharply as shown on the latest PDM Report. With a richer concentration of part-time students in the program, an increasing ratio of enrollment to awards should be expected.

In summary, the difference in the ratio of enrollments to awards between Anne Arundel and other Maryland community colleges can largely be explained by two factors: (1) The curriculum classification system used at Anne Arundel; and, (2) The declining proportion of full-time students in the Financial Accounting program.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Question P in the Financial Accounting Student Survey attached requested students to indicate their primary motive for enrolling in the Accounting course(s). The following responses were obtained:

<u>Motive</u>	<u>Number Responding</u>	<u>Percent</u>
Required in my curriculum	40	44.0%
Elective course in my curriculum	1	1.1%
Upgrading qualifications in conjunction with present occupation	40	44.0%
Training for new occupation	10	10.9%

As the table above indicates, 50 (54.9%) of the respondents had specific occupationally related goals. Other data, not displayed above, indicated that these respondents were employed, or planned to be employed, in the following occupations: accountant, revenue examiner, or bookkeeper. Regarding the remaining respondents, no motive beyond completing the curriculum could be identified.

The Financial Accounting Graduate Survey requested graduates to give their primary motive for initially enrolling in the curriculum. The respondents reported the following:

<u>Motive</u>	<u>Number Responding</u>	<u>Percent</u>
Exploration of new career area	3	18.75%
Preparation for immediate entry into career	3	18.75%
Preparation for transfer to four-year institution	5	31.25%
Update skills for current job	5	31.25%

In this sample, eight graduates indicated that they enrolled either to train for a new occupation or to upgrade skills in their present occupation. The other eight graduates enrolled either to explore a new career area or to prepare to transfer to a four-year institution. Although not displayed above, it is important to note that, in all but one case, the responding graduates achieved their goal by the time they departed from Anne Arundel Community College.

3. What does the college consider to be a minimum number of awards for a successful program?

The College has no particular number of awards which it feels is necessary in order for a program to be successful; however, the College does feel that the ratio of enrollment to awards should approximate the state average over a period of years.

As more information becomes available on immediate objectives of students, the college can then measure success of program areas based on the accomplishment of individual student goals.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

A Financial Accounting Graduate Survey was mailed to 65 graduates in November, 1982. The survey instrument was modeled after a similar instrument used by the Maryland State Board for Community Colleges. The total number of students who returned a completed survey was 16. A summary of selected results, comparable to the SBCC PDM student follow-up is presented below:

	<u>Number of Respondents</u>	<u>Percentage</u>
Total Survey Respondents	16	100%
Employed Part-Time	1	6%
Employed Full-time		
Job directly related	8	50%
Job somewhat related	5	31%
Job not related	1	6%
Transferred to 4-year institution	5	31%
Achieved Goal or Still Enrolled	15	94%
Satisfied with Program	15	94%

Fifteen of the 16 respondents are employed either full-time or part-time. Five of the 16 respondents transferred to a four-year institution, presumably to pursue a baccalaureate degree.

Of the 16 respondents, 15 reported that they were satisfied with the quality of the instruction they received while enrolled in the program. Additionally, but not shown in the table, 8 respondents reported that they were "extremely satisfied" with the instruction they received.

5. Make a value judgment about the program in terms of its enrollment and quality.

As described in the response to question 1, the enrollment in the Financial Accounting program is comprised of at least two sub-populations: those seeking to complete the requirements needed to sit for the CPA examination and those who might be seeking the associate degree. The College feels that it is fortunate to have these two groups of students since neither group alone would be sufficient to sustain adequate enrollment in some of the more specialized accounting courses.

Regarding the quality of the program (and the courses therein), the indications are quite positive. As noted in the response to question 4, a very high percentage of those responding to the Financial Accounting Graduate Survey reported satisfaction with the instruction they received. Additionally, the same high percentage of responding graduates reported that they had achieved their goal by the time they graduated from Anne Arundel.

Among those enrolled for the purpose of completing CPA course work requirements, the results have been excellent. Over the last two years, approximately 50% of those taking the CPA exam have passed all parts in their first attempt, considerably higher than the national first-time pass rate of less than 10%. In 1979, a student who had completed nearly all of her course work at Anne Arundel had the highest CPA exam score in the State of Maryland.

The Financial Accounting program at Anne Arundel is deficient in one important area. Currently, there is no integration of computerized applications in any of the accounting courses. This will have to be changed if the quality of the program is to remain high.

6. What action(s) does the college plan to take to address the above issues?

To address the issues discussed in the questions and answers above, the College plans the following actions:

- A. Development of a Financial Accounting Certificate program for post-baccalaureate students who are enrolled for the purpose of preparing for the CPA examination. This would allow the college to recognize the accomplishment of these students and should improve the enrollment to awards ratio of the Financial Accounting AA degree program.
- B. Integration of computerized accounting applications into at least one of the courses required in the curriculum. This action is now scheduled to begin during the academic year 1983-1984 by implementing a laboratory course in business computer applications used in accounting offices.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Multi-Media Technology

PROGRAM HEGIS NUMBER: 5008-01

LEVEL OF AWARD: AA

1. What factors account for the low placement of students in their field of training?

The SBCC Program Monitoring Data system indicates that of the nine respondents to the 1980 graduates, 0% were employed in a field directly related to the program. This, compared with the state's 7% employment figure, prompted a college survey to determine employment trends over a period of years as opposed to employment in the present high unemployment period.

Of the twenty-five respondents to the graduate survey, which represented 30% of the graduates over the past five years, 64% were employed in the field of communications. Forty percent were employed full-time and forty-eight percent were employed part-time. A number of the part-time employees were pursuing a bachelor's degree in the communications field and a number of graduates reported working as free-lance employees, which is typical of employment patterns in all artistic occupations.

Of the 25 respondents, 44% were employed in production areas, 16% were employed in administrative positions, 8% were employed in sales, and 12% were employed in teaching. Other areas of work included: Journalism, Photography, Marketing, A/V Repair, Instructional Media, and Education.

The Employer Survey reveals a positive employment picture for graduates of the program; however, the college has continually had difficulty interesting students in taking positions outside Anne Arundel County. The market demand for communication technicians seems to be centered in the Baltimore and Washington, D.C. areas.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

Among the position titles of graduates of the respondents to the Graduate Survey were:

Supervisor of Visual Merchandising
Media Specialist
Audiovisual Technician
Audiovisual Specialist
Photography Salesman
Technical Writer

Graphic Artist
Media Aide/Graphic Artist
Graphics Supervisor
Photo Journalist
Silkscreener

3. Describe any contacts that you have had with employers about the curriculum and the need for the program.

Our latest employer survey has been very encouraging. Of the 300 questionnaires sent, we have received approximately 100 returns. The job outlook for the next five years looks very good. The survey indicated over 450 entry-level jobs in the Baltimore-Washington area within the next five years. Interest was also indicated from 22 companies to participate on the college's advisory committee.

The present career program provides a generalist for employment within the communications industry. The Employer Survey indicates a need to offer more specialization to the two-year communication arts curriculum.

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?

Previous recommendations for our program were divided into two major areas—employment related concerns and curriculum related concerns.

The 1979 Evaluation revealed a greater need for the college to interact with the employment community. During these past three years, a Cooperative Education class has been established and has been effective in allowing a number of students to earn credit and to gain work experience prior to their graduation from the program. The Department has restructured appropriate courses to provide for more field trips and to invite guest speakers from industry to acquaint students with employment opportunities in the communications area.

At the time of the 1979 Evaluation, it was determined that although the original program intent was to prepare technicians for the public school multi-media programs, it was important to change this focus to expand the employment opportunities of students. A minor name change from Multi-Media Technology to Communication Arts reflected this change of focus. Also, minor curriculum changes were made to allow students wishing to transfer more flexibility of course selections that would ease transfer.

In the past two years, the Department has developed two courses; Computer Typesetting and Animation/Multi-Image. Changes in technology and utilization put our program in a state of frequent change and with the improvement in the quality of lab equipment in the television studio, audio, photography, and graphics laboratories, students should have greater familiarization with the current state of the art for employment in the field.

5. Make a value judgment about the program in terms of its enrollment and quality.

Enrollment in the Communication Arts Technology program is one indicator of its quality. Word-of-mouth information among students at the college and in the high schools about the Anne Arundel Multi-Media program brings students to the program.

During the early 1970s, there was a period of consistent and rapid growth. This population remained fairly stable until the Fall of 1980 when a decline in enrollments was noted. Recently, however, enrollments in Multi-Media courses for Fall, 1982 increased 27% over enrollments from Fall, 1981. The chart below illustrates enrollment trends for Fall semesters from 1978 to 1982.

<u>Semester</u>	<u>FTE</u>	<u>Percent Change</u>
Fall, 1978	32.96	-----
Fall, 1979	38.76	+18%
Fall, 1980	37.53	-3%
Fall, 1981	34.83	-7%
Fall, 1982	44.33	+27%

FTE Enrollments - Fiscal Years:

FY 1979	57.86
FY 1980	69.66
FY 1981	67.53

Many factors influence the latest 27% increase. The economy, the desire of many to study in the field, the opportunity to learn production techniques and the overall quality of the college and the program are thought to be significant.

The survey of graduates seems to reflect a general satisfaction with the program. Of 25 respondents, only one student said he would not recommend the program to incoming students. Other comments from the surveys were generally positive regarding the quality of the program. Critical comments seem to reflect a desire and need to do more in-depth work in certain subject areas.

Employers that are in contact with faculty members typically have high praise for the graduates and their work. These students who seek employment upon graduation are employable and successful in their jobs. The quality of their training at AACC is apparently consistent with the goals of a career program.

Many graduates opt to transfer to Baccalaureate degree granting institutions. Most of those students complete the bachelor's degree. According to faculty members at these institutions, the students are well trained as they embark upon further education. The AACC Communication Arts program has an excellent reputation among four-year schools in the state.

Another factor in evaluating quality can be found in reviewing the faculty. All five full-time faculty members have their master's degree. Four have additional academic work beyond the degree. Additionally, all faculty members make continuing efforts to keep current in their field.

6. What action(s) does the college plan to take to address the above issues?

As a result of these two surveys, it is evident the graduates and employers feel a need for a greater specialization in particular media areas to make graduates more competitive in the job market. The College intends to identify areas of expansion needed and to review the curriculum to make this specialization possible for the Communication Arts Student.

An increased effort needs to be placed on Placement. The directions indicated in this report will be continued.

Although the college has approved a Computer Typesetting course, funds have not been available to make this investment in equipment. We are currently working with the local vocational schools to investigate the possibility of shared facilities in this area.

SBCC RECOMMENDATION:

It is recommended that catalog statements about the program include information about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
PROGRAM EVALUATION REPORT
1982

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Business Administration (transfer)

PROGRAM HEGIS NUMBER: 4970-01

LEVEL OF AWARD: AA

I. What factors account for the low transfer rate?

What constitutes a low transfer rate? Each college is unique, serving its community in a manner best suited for the locale. Because of the differences in each college, it does not seem reasonable to assume that each college will transfer the same percent of students. The Community College of Baltimore serves the City of Baltimore. The student body is composed largely of students from the lower socio-economic groups, many of whom are receiving economic assistance. The College tends to attract students who are academically weak and who need a number of remedial courses. Many of the students attend college on a part-time/full-time basis, shifting from one status to the other as the need arises. Weak academic preparation, family responsibilities, and financial problems often intervene to interrupt a students' progress. Most of the students take three, four and more years to finish a two-year program.

A study of the records of the 1980 Business Administration graduates reveals that 56 percent attended the College as part-time students. About a third of these students did not attend every consecutive semester and often changed their status from one semester to another. Some dropped out to return several years later. A 1979 College follow-up study showed 63 percent of the graduates were working full-time, 16 percent were working part-time and 6 percent were seeking work.

The transfer rate for this program is below the state average. This is to be expected with the vast majority of our students fitting the profile described above. Many who did not transfer found jobs and may continue later as part-time students at a four-year institution. Others who experienced financial or family problems will probably return to college later. This has been the experience at the Community College of Baltimore and will likely continue in the current economy.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Examination of the entry applications filed by the 1980 graduates reveals that only sixty-two percent listed "Transfer" as their goal. Thirty percent indicated "Exploring a New Career", and the other eight percent checked other goals or left the question blank. Several follow-up studies conducted by the College confirms that many graduates change their goals. In the follow-up of 1979 graduates, it was found that 20 percent of the graduates upgraded their goals, because they did, in fact, transfer. It seems a reasonable assumption that many students changed their goals during their college stay.

The data would seem to reflect the profile of many of our students. Individuals from low socio-economic groups tend to have low expectations and come to expect failure. Their goals are usually directed toward the immediate job market, while a desire to attend a four-year college comes only after they have met with success and are near graduation from the Community College of Baltimore.

3. What does the college consider to be a minimum acceptable transfer rate?

The college accepts a 50 percent transfer rate as reasonable for our student population. The majority of our graduates in this program do not transfer immediately or as full-time students. They do not always pursue a bachelor's degree persistently but by a "one semester/year in class, one semester/year out of class" system. Longitudinal studies might show this but the mobility of our students within the City lessens the percentage or returns on any survey done after graduation.

4. What factors account for a satisfaction with preparation for transfer that is below the State average?

Eighty-five percent of our students claimed to be satisfied with transfer preparation while 93 percent from the State were satisfied. Exactly what this explains is difficult to determine. While the percentage is lower, it still seems to be a good indication of the high quality of the Business Administration program. Since 100 percent of the students indicated satisfaction with the instruction in the program, we can only conclude that those who were dissatisfied with the preparation for transfer were unhappy with other factors in their college experience, and it may even pertain to the change of goals at a late time in the pursuit of their AA degree.

Student dissatisfaction may also reflect the amenities enjoyed after transfer (including the Student Union, free parking, seven-day library service, etc.) which the Community College of Baltimore cannot provide.

5. What factors account for grades at the transfer college that are below the State average?

A survey of the records of the CCB 1980 graduates shows that 31 percent of them achieved a GPA of 3.00 while at the Community College of Baltimore. Many students find the first semester in a new setting difficult and their averages tend to be lower the first year after transfer. The same profile factors listed in item one would also affect grade point average for transferring students.

In May of 1980, the College made a study of performance of former Community College of Baltimore students at several local four-year colleges. The results are mixed and would seem to indicate that the percentage of students who obtained the higher averages varies with each institution. For example, the percent of CCB graduates who received 3.00 or higher at University of Maryland at College Park was 17 percent, Coppin 36 percent, and Towson 27 percent. The attainment of a particular GPA is contingent upon many factors, one of which seems to be the college to which a student transfers.

6. Make a value judgment about the program in terms of its enrollment and quality.

The Business Administration faculty is highly qualified. They provide the students with the best possible education. The course content of each course is complete and well outlined in each syllabus. Faculty are well attuned to the times and introduce changes in the discipline as they are needed. All of our follow-up studies have shown a high degree of student satisfaction with the quality of the instruction. One hundred percent of the graduates who responded in 1978, 1979, and 1980 expressed satisfaction with the instruction in the program.

The one weakness seems to be the inordinate number of part-time faculty. Many of the part-time instructors have been with the College for many years and are excellent. Some are not as effective as we would like. Their shortcomings are not easily corrected because of their inability to attend meetings and work closely with full-time faculty. Part-time faculty evaluations have helped to identify the weak teachers.

While the number of students in the program has not varied much since 1976 until this Fall, the number of graduates has increased. Some of the more academically talented students transfer before they graduate. Many students, lacking two or three required courses in Business Administration, graduate instead in General Studies and do not appear in the follow-up studies for the program.

The College believes that the Business Administration transfer program is an excellent one and prepares the graduates well for continuation of their education at a four-year institution.

7. What action(s) does the college plan to take to address the above issues?

The College will continue to offer a quality program that prepares students to meet their goals and serve a useful and profitable life in society. As funds become available, the College will provide greater support services to students and faculty. Follow-up studies will be conducted more frequently to determine the continued currency of the College program and attempt to prevent problems with same.

Every effort will be made to deal with students' problems and assistance given to make a smoother progression from our college to another.

The College is in the process of establishing a Career/Counseling Center at the Liberty Campus, which will use computer-assisted techniques. It will have articulation files for Maryland colleges with applications and financial aid forms available to students.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Mass Communications

PROGRAM HEGIS NUMBER: 5008-01

LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

A telephone survey was conducted with 40 randomly selected graduates of the last three years who had been registered in Mass Communications in their third or fourth semesters. Of the 34 respondents, 16 received their degree in Mass Communications, 18 graduated in General Studies. (To graduate in Mass Communications, a student had to complete all available courses in the curriculum; otherwise, they were graduated in General Studies).

1980-81-82
Graduates

Number of respondents	34
Employed full-time	
Job directly related	15%
Job somewhat related	9%
Job not related	15%
Transferred	59%
Achieved Goal	85%
Satisfied with instruction	100%

2. Make a value judgment about the program in terms of its enrollment and quality.

Enrollment has been steady until the Fall of 1981, when the addition of a full-time faculty member permitted a 47% increase in the program for a total of 128 students. The figures for Fall 1982 are approximately the same as 1981. Pre-registration for the Spring 1983 semester indicates a strong retention rate. The nature of the production courses precludes large enrollment, and the current College budget limits the number of sections per course to be offered. The student demand is greater than the capacity of the College and more than the local job market could assimilate.

If quality of a program could be judged solely on graduate success, this program would be at the top of any list. Recent graduates are working full-time as a radio producer, TV producer, radio music director, and Hollywood producer of TV films. Others are working full-time in related areas as a repertory theater lighting director, as a fundraiser for local radio stations, and as an electronics specialist. Fifty-nine percent are full-time students at four-year colleges majoring in Mass Communications or related areas.

The total number of respondents to the College's recent survey voiced full satisfaction with the instruction in the program and for their preparation for transfer or immediate employment when openings were available.

3. What action(s) does the college plan to take to address the above issues?

The College believes the issues of quality, enrollment, and job placement are satisfactory. The faculty are continually working to improve the experiences offered to students by the program.

Implementations completed this Fall include a full-time program coordinator, an active Media Club (open to all students), a campus closed-circuit radio station (WCCB), courses offered during evening hours for the first time since 1976, and membership in the Instructional Television Association.

A campus closed-circuit television program for once-a-week airing, the Spring meeting of the program's advisory committee, new color television cameras, and CCB's role in Baltimore City's cable TV system production are all activities being planned or in the process of implementation.

SBCC RECOMMENDATIONS:

- (1) Consideration should be given to revising the program to be a transfer program.
- (2) Catalog statements about the program should include information about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Medical Lab Tech

PROGRAM HEGIS NUMBER: 5205-01

LEVEL OF AWARD: AA

Program discontinuance endorsed by SBCC 7/27/82

Program discontinuance approved by SBHE 11/4/82

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Plant Engineering Technology

PROGRAM HEGIS NUMBER: 5399-01

LEVEL OF AWARD: AA

1. What factors account for the low enrollment in this program?
2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?
3. Make a value judgment about the program in terms of its enrollment and quality.
4. What action(s) does the college plan to take to address the above issues?

This program does not lend itself to the usual responses to your questions. When the original proposal was submitted in July 1971, our advisory survey indicated the need for a full program to include management and economics courses as well as the technical courses needed (including the hospital option). The College has examined and investigated the program during recent years, particularly with respect to the decreasing trend of heavy industry. It has served the Baltimore community well in ways not foreseen at its inception. It has provided the "umbrella" to offer many single or paired specialized courses for very limited but very highly specialized groups at their request. It is providing the structure for classes to upgrade persons already in the field as well as assisting with apprenticeship activities.

In the past year the College has provided a cross-discipline course in safety-with-electric-motors for a local company, an upgrading course in stationary engineering for currently employed plant maintenance apprentices, and a course in plant maintenance and operation for a highly specialized marine life institution. These courses were all offered at the consumer sites. Each consumer group serves as an advisory committee for their own course or series of courses. There are 120 students currently enrolled in similar projects. We considered, but did not develop a certificate program for the Division of Continuing Education because we found it would not be flexible enough to respond to our community's needs. The quality of instruction and course content is very high. The enrollment fluctuates but continues to be cost effective.

This program is not likely to fit the normal program structure as it did when initiated. The listing in our catalog has generated more requests for segments of the program, or specialized courses, than can be provided. The job market and industry needs are still fluctuating and will likely do so until a more stable economy is achieved. The College intends to retain this program to continue its use as a vehicle to meet the changing needs of our community.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Catonsville Community College

PROGRAM TITLE: Arts & Sciences (transfer)

PROGRAM HEGIS NUMBER: 4910-01

LEVEL OF AWARD: AA

1. What factors account for the low number of awards?

The primary factor is the existence of another transfer curriculum, General Studies, which is similar to Arts and Sciences, but which has fewer specific requirements. The major difference in the curricula is a twelve-credit foreign language requirement in Arts and Sciences. Students desiring to transfer to a four-year institution and who are unsure of their major will enroll in General Studies because of the greater flexibility in choice of courses. Also, most transfer colleges have eliminated their own foreign language requirements.

Another factor is the uncertain job markets in most areas of Arts and Sciences and the consequent shift of students from transfer programs to technical or career programs.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Using admissions data of declared Arts and Sciences majors (Spring 1982 and Fall 1982), the following information was collected:

<u>Educational Goals</u>	<u>Number</u>	<u>Percent</u>	<u>Adjusted Percent</u>
Courses only	45	26%	41%
Certificate	14	8%	13%
Degree	51	30%	46%
Unknown/Blank	62	36%	--
Total	172	100%	

<u>Personal Goals</u>	<u>Number</u>	<u>Percent</u>	<u>Adjusted Percent</u>
Exploration of new career field	18	11%	16%
Immediate job entry	11	6%	9%
Transfer	45	26%	39%
Update skills for current job	9	5%	8%
Personal interest	33	19%	28%
Other/Unknown/Blank	56	33%	--
Total	172	100%	

Source: Institutional Research Office

3. What does the college consider to be a minimum number of awards for a successful program?

The College considers that a successful program, whether transfer or career, is not determined solely by the number of degrees or certificates awarded. For Arts and Sciences students who do not graduate but who succeed after transferring to four-year institutions, the College is offering a successful program of study.

4. Make a value judgment about the program in terms of its enrollment and quality.

The quality of the Arts and Sciences program is not a factor in the declining enrollment. The opposite is probably the case. Strict requirements, particularly the twelve-hours in foreign languages, are probably the reason why a majority of our transfer students select the General Studies curriculum.

The number of declared Arts and Sciences majors has decreased over the past five years as has been the case for the College's other transfer programs. During the same period (Fall 1978-Fall 1982) the total enrollment in career programs has increased. It is assumed that both of these trends are a result of current economic conditions that promote an earlier entry into the workforce, and the availability of employment in high technology areas.

<u>Year</u>	<u>Arts and Sciences</u>	<u>Total Career Programs</u>
1978	104	4,800
1979	137	4,875
1980	114	4,932
1981	117	5,092
1982	94	5,443

The quality of the programs is on a par with other transfer programs. The principal difference between the Arts and Sciences curriculum and the General Studies curriculum is the requirement of twelve hours of a foreign language. The enrollment in these courses, despite a general decline in Arts and Sciences students, remains stable which we feel is some measure of a quality program. See below.

<u>Year</u>	<u>Number of Sections/Number of Students</u>		
	<u>French</u>	<u>German</u>	<u>Spanish</u>
1978	3/49	3/47	6/106
1979	3/57	1/23	5/91
1980	3/61	3/52	5/87
1982	3/55	3/50	5/104

5. What action(s) does the college plan to take to address the above issues?

The College intends to do the following as the issue of declining enrollments and awards is considered:

- A. Prepare a proposal to add specific requirements to the General Studies curriculum. If this occurs, the Arts and Sciences curriculum will be either discontinued or changed to an option under General Studies.
- B. Conduct a study of past Arts and Sciences students to determine how many changed curriculum in order to graduate, which program they changed to, how many continued their studies without graduating, and how many hours of foreign languages were completed.

SBCC RECOMMENDATION:

The addition of specific requirements to the General Studies curriculum is discouraged. The central idea of General Studies is to provide an alternative to the prescriptive nature of other curricula.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Catonsville Community College

PROGRAM TITLE: Printing Management Tech

PROGRAM HEGIS NUMBER: 5009-01

LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

The results of a College survey conducted of 140 students recently enrolled in the Printing Management Technology (PMT) courses indicated that most students are employed full time (M) in positions related to the Printing industry and took the course(s) because it was related to their job (R). A 37 percent response was achieved. A list of job titles is also provided.

Number of respondents	52
Employed Part-time	4%
Employed Full-time	
Job Directly Related	60%
Job Somewhat Related	19%
Job Not Related	13%

Job Titles Indicated:

Camera Technician	Print Shop Manager
Copy Machine Operator	Graphic Arts Technician
Technical Assistant	Printing Bindery Foreman
Lithograph Photographer	Printing Procurement Specialist
Lithograph Preparation Foreman	Production Manager
Management Assistant	Envelope Adjustor/Printing
Typesetter	Pressman
Silk Screen Design Artist	Press Helper
Production Secretary	Assistant Pressman
Offset Pressman	Printing Supervisor
Reproduction Department Manager	Account Assistant
Administrative Assistant	Composition Foreman
Printing Sales Representative	Press Operator
Ink Department Supervisor	Advertisement Planner
Flexo Pressman	Paper Cutter
Publications Specialist	Mechanical Artist
Bindery Worker	Production Planner
Coordinator of Word Processing	Offset Stripper

2. Make a value judgment about the program in terms of its enrollment and quality.

While the overall enrollment in the credit program has been declining, the previously mentioned survey indicated that the overall satisfaction with instruction remains great and that many respondents intend to re-enroll in future PMT courses. Note the survey results below:

<u>Enrollment Status</u>	<u>Number</u>	<u>Percent</u>
Currently enrolled	21	39%
Plan to enroll in the future	19	35
No plans to re-enroll	7	13
Undecided	6	11
Blank	1	2
Total	54	100%

<u>Program Satisfaction</u>	<u>Number</u>	<u>Percent</u>
Extremely Satisfied	21	39%
Satisfied	28	52
Unsatisfied	3	5
Blank	2	4
Total	54	100%

The College believes that the program is of sufficient quality, is viable, but does require a greater effort in the determination of the current needs of the industry and the further development of education and training services to meet those needs.

3. What action(s) does the college plan to take to address the above issues?

- A. The College is currently developing an internal evaluation program with a comprehensive set of criteria, which provides the framework for a systematic assessment of the value and performance of an ongoing program or the feasibility of a proposed program. During the Spring 1983 semester, a Curriculum Revitalization Task Force will assess the Printing Management Technology program as part of the study of ongoing programs characterized by declining enrollment.
- B. The Office of Career Education will re-establish its contact with the local printing industry through a new curriculum advisory committee. The group will contribute to the Task Force's program review and, by May 1983, make recommendations as to the education and training needs of their industry. This input will assist the College in determining the factors responsible for declining enrollments and the low numbers of awards.
- C. Noncredit course offerings are currently being increased in order to enhance the visibility of the College's credit program in Printing Management Technology.

SBCC RECOMMENDATION:

The College is requested to provide the SBCC with a copy of Revitalization Task Force report.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT 1982

COLLEGE: Catonsville Community College

PROGRAM TITLE: Machining & Tooling Tech

PROGRAM HEGIS NUMBER: 5315-01

LEVEL OF AWARD: AA/Certificate

1. What factors account for the low number of awards?

Most students enrolled in Machining and Tooling Technology (MTT) courses are not pursuing degrees or certificates. Rather, they are seeking specific bodies of job-related knowledge rather than following traditional academic routes. Many students, though satisfied with the program, drop out after successfully completing those specialized courses.

Some students (20 percent) are taking MTT courses at their place of employment as part of their machinist and tool and diemaking apprenticeship program. While they receive academic credit for these "related instruction" courses, which are approved by the Maryland Apprenticeship and Training Council, the student's primary goal is to become a journeyman machinist and not receive a certificate or degree.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Despite the fact that students are not pursuing a degree or certificate after completing specialized courses (question #1) the following information was collected from admissions data:

<u>Educational Goals</u>	<u>Number</u>	<u>Percent</u>	<u>Adjusted Percent</u>
Take courses without working toward degree or certificate	12	10%	12%
Obtain degree	48	39	49
Obtain certificate	38	31	39
Unknown	24	20	--
Total	122	100%	100%

<u>Personal Goals</u>	<u>Number</u>	<u>Percent</u>	<u>Adjusted Percent</u>
Exploration of new career field	9	7%	9%
Program for immediate entry into field	29	24	30
Prepare for transfer	3	2	3
Update skills for job currently held	52	43	54
Personal interest or self-enrichment	3	2	3
Other/unknown	<u>26</u>	<u>21</u>	<u>--</u>
Total	122	100%	100%

Source: Students enrolled in Spring 1982 and Fall 1982.

The long-term goal of most of the MTT students is to receive an award. However, one of the realities of this pursuit is that a typical schedule of full-time employment plus six (6) credits per semester for 5½ years (eleven semesters) is a commitment many do not undertake immediately. It is our belief that many of the students, after completing the technical core, do return to enroll in their required general education courses but do so at a less rigorous pace.

3. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

The original proposal estimated as many as fifteen AA degrees and 20 certificates (1980); and, therefore, the number of awards to date falls short of the optimistic estimate submitted in 1975. While an assessment of employer(s) needs at recent advisory committee meetings revealed a need for skilled machinists, they do not necessarily require certificates or degrees.

4. What does the college consider to be a minimum number of awards for a successful program?

In technical programs such as this, when adult students are predominantly part-time and currently employed in the field related to their curriculum, the number of awards is not as important as the College's ability to provide the educational/training services needed. The availability of awards is important to the student who will possibly return to college as professional goals and opportunities for advancement change.

The College considers the success of the program to be measured by enrollment, retention, and positive student follow-up reports, rather than solely on the number of awards. An award rate of 5-10 percent would be an acceptable indicator of program award interest.

It is expected that the College's renewed commitment to the program in the form of a program coordinator, skills center, expanded offerings, and articulated credit will increase the opportunity and interest in seeking awards in the future.

5. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?

Since the last evaluation, the College has hired a full-time instructor/coordinator to develop and maintain comprehensive educational services to the machine tool industry. In addition, we have reconstituted a more powerful advisory committee and expanded our use of its members. As a result of this new linkage, we have developed and implemented a series of intensive short-term training credit-free courses, which will open the door to entry-level jobs within the industry. We expect students in these courses to continue their education in the credit MTT program.

The previous PDM Report (1979) cited low enrollments as the reason for evaluation (three students -- 1977, one student -- 1979). The College responded that it was a reporting error since MTT students were reported under the Industrial Maintenance Technology HEGIS number. The reporting error has been corrected and current PDM Reports compare favorably with actual enrollment.

6. Make a value judgment about the program in terms of its enrollment and quality.

The College is confident that the MTT program is viable and is satisfying the needs of the local technical community. The number of declared program majors remains stable at 73 in Fall 1982 (64 freshmen, nine sophomores). The total head count in MTT courses has increased over the last three years.

<u>Semester</u>	<u>Sections</u>	<u>Headcount*</u>	<u>Percent Increase</u>
Fall 1980	5	99	--
Fall 1981	8	181	83%
Fall 1982	14	248	37%

Source: College Records Office

*Some duplication of students may exist due to concurrent enrollment in two courses.

As a result of the College's new efforts in the development of credit-free and apprenticeship courses in machining and tooling, and new efforts to specifically serve the business community, it is expected that enrollment will increase slightly over the next few semesters.

It is felt that the quality of the program has increased over the past year and will continue to improve as a result of the hiring of a program coordinator dedicated to only one program (MTT), expanded evening offerings, and better use of the local advisory committee.

7. What action(s) does the college plan to take to address the above issues?

The College intends to do the following in order to maintain program quality and enrollment, and to remove barriers to program completion:

- A. Maintain an active occupational advisory committee made up of local machine tool business personnel and the local chapter of the National Tooling and Precision Machining Association.
- B. Continue to expand credit-free offerings throughout the county in order to increase awareness of Catonsville's complete program of MTT offerings, credit and credit-free.
- C. Create a mechanism for granting academic credit for credit-free course work (apprenticeship and skills center experience) when the skills taught are equivalent.

SBCC RECOMMENDATION:

The College is requested to submit a copy of the articulated credit arrangement mentioned in item four.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Cecil Community College

PROGRAM TITLE: Teacher Education (transfer)

PROGRAM HEGIS NUMBER: 4960-01

LEVEL OF AWARD: AA

1. What factors account for the low number of awards?

Data from our information system indicates that during the past three years, 34 students have been classified as either Elementary or Secondary Education Majors. Of these 34, only three were awarded AA degrees.

The low number of awards is due primarily to the fact that students:

- A. will transfer without completing the degree.
- B. while they may be classified as education majors, their principal interest in introduction to Education is as a prerequisite for substitute teaching.
- C. may be classified as education majors and eventually change to or graduate under a general studies program.
- D. students will enroll as a major in another Program (e.g., Business) and will transfer into a teacher education program within their area of interest. Our program is designed for only those students wishing to teach in the Arts and Sciences areas.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

<u>Academic Goal</u>	<u>Number</u>	<u>Percent</u>
To take courses	29	17%
Certificate	11	6
AA Degree	<u>130</u>	<u>76</u>
Total	170	100%

<u>Personal Goal</u>	<u>Number</u>	<u>Percent</u>
Exploration of new career or academic area	91	53.5%
Preparation for immediate entry into career	15	8.8%
Preparation for transfer	47	27.7%
Update skills for current job	8	4.7%
Personal interest and self-enrichment	6	3.5%
Other	<u>3</u>	<u>1.8%</u>
Total	170	100%

3. What does the college consider to be a minimum number of awards for a successful program?

Taking into consideration the reasons for students entering the program, a 10 percent award level could be considered as a minimally successful program.

4. Make a value judgment about the program in terms of its enrollment and quality.

Students completing the AA degree are successful in transferring and in the programs to which they transfer. Students completing introduction to Education are generally successful in being employed as substitutes. Generally, the program of study has been satisfactory to the students enrolled.

5. What action(s) does the college plan to take to address the above issues?

- A. Shift transfer students who are education majors from "transfer" advisors to "education" advisors.
- B. Encourage all students enrolled in Introduction to Education to declare an education major when possible.
- C. Schedule a conference with each student enrolled as an education major or in an education course.
- D. Explore the possibility of offering students in the career program some appropriate first and second year level education courses.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Cecil Community College

PROGRAM TITLE: Law Enforcement and Corrections

PROGRAM HEGIS NUMBER: 5505-01

LEVEL OF AWARD: AA/Certificate

1. Why were no awards granted in 1981?

Lack of completions in the Law Enforcement program is apparently due to low enrollments which has resulted in required classes not filling and subsequent cancellations of classes. Some program needs were fulfilled by independent study, but other courses such as forensic science and criminal investigation cannot be easily fulfilled on an independent study basis, leaving program completion requirements unfulfilled.

2. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

Respondents	12 (telephone interviews)
Employed Full-time	
Related	75%
Not Related	25%
Achieved Goal or	
Still Enrolled	92%
Satisfied with Program	84%

Interviewing students that have completed the Law Enforcement program has revealed some inequities that have affected program enrollment. For example, students that have completed an associate degree in Law Enforcement enter the Maryland State Police (if accepted) as a "blank slate." No credit is given for prior education towards being selected for the job or in advanced standing within the police academy. Also no consideration is given for education towards job advancement for troopers and in some cases a certificate or degree had a "negative" effect on advancement possibilities. These factors also apply to many sheriff departments, city, town, and local police departments. In all cases there was no correlation between education and pay incentives. The content of Law Enforcement courses are not acceptable "replacement content" for requirements set forth by the Maryland Police and Correctional Training Commission standards unless (1) the student is an employed law enforcement officer and (2) the curriculum is "approved" by the commission or the institute has an approved "academy" type curriculum. To meet these curriculum requirements and also have an "available supply" of employed law enforcement officers for students is not a realistic objective for this program since most law enforcement agencies have their own brand of training, or an academy which they use to train their

cadets. This strips a Law Enforcement program of reasonable placement expectations unless a student simply wants the education and keeps applying (competing with persons without education which are basically their equal) until hired.

3. Make a value judgment about the program in terms of its enrollment and quality.

The quality of the Law Enforcement program was good, and instructors used were active employed Maryland State troopers, circuit court judges, criminal crime lab investigators or retired credentialed police officers.

Independent study courses to accomodate program needs is less acceptable than a full term course and is only as effective as the instructor and student involvement in setting standards and objectives. Standards are not as controllable on an individual basis, since part-time instructors develop these course standards around individual student needs and time availability.

4. What action(s) does the college plan to take to address the above issues?

To upgrade the Law Enforcement program, communication was established with the Executive Director of the Maryland Police and Correctional Training Commission. Preliminary discussions of program and course certification led to a meeting with the Assistant Executive Director. The possibilities of Law Enforcement program certification by the Commission and procedural requirements by the Commission were discussed with the following results:

- A. An "academy type" approval is a long and complicated procedure with little expectation of approval due to other type programs within the area (Harford County Sheriff Department Academy).
- B. The newly enacted law (January 1981) requiring 17.5 hours of inservice training per year for all law enforcement officers is an area for discussion and possible development if supported by a feasibility study.
- C. Approval and certification of any training did not apply to persons not currently employed in a state, federal or local law enforcement agency. Non-police employed students taking the same approved course as an employed policeman would not get credit for having taken the course, even if employed after successfully completing the course. Again, this closed loop system of employment strips credibility from graduate employment expectations.

Currently, efforts are being made to encourage students to complete certificate and AA degree requirements through letters and direct communications.

Considerations have been given to hiring a consultant to realign the program and develop a curriculum for inservice training and short term courses to rekindle student interest in the program.

Possibilities for training in the area of Corrections Officer are greater with the addition of a new Cecil County jail.

Our current enrollments do not warrant a major investment of time, money, or resources and we have considered dropping the program, but are not convinced that with reasonable attention, the program cannot be salvaged.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Charles County Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01

LEVEL OF AWARD: AA

1. What factors account for the low transfer rate?
2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.
3. What does the college consider to be a minimum acceptable transfer rate?
4. Make a value judgment about the program in terms of its enrollment and quality.
5. What action(s) does the college plan to take to address the above issues?

From 1976-1981, the period for which comparative enrollment data are supplied for the General Studies Program, no substantive changes occurred in the design of the program. Elective courses were added and deleted, but not without discussion with and support of the faculty involved. In addition, all courses were fully articulated by appropriate department members with the University of Maryland. Perhaps the College was not as prudent as it might have been in curtailing the proliferation of courses in the mid-seventies, but financial constraints have forced this wisdom in the past three years, resulting in a transfer program of freshman/sophomore courses which are compatible with those in the State college system, taught in classes generally no larger than twenty-five, and by an experienced and rigorously evaluated faculty. The follow-up studies of 1978 and 1980 would suggest the students' satisfaction with the program.

The PDM data show, however, a percentage decrease in the number of students actually transferring, while at the same time showing a significant percentage increase in the number of students in the program. For purposes of determining the quality of this program, these numbers are not helpful, largely because of the inadequacy of our current curriculum designations. HEGIS reports are based on data derived from student registration forms which have in the past asked the student to indicate his curriculum or the counselor to indicate the student's curriculum, both of these attempts to determine accurately the student's programmatic needs. In either case, when the student's vocational goals were not clear to him or the counselor, when he was just "trying out" college, for example, or taking an English course to improve his clerical skills, he was assigned to the General Studies curriculum. We have had no alternative designation for such students, and these are a large proportion of our student body, and will continue to be as the College reaches out to respond to a variety of community needs with a variety of kinds of courses. The inadequacy of our current curriculum designations has become even clearer as, in the past several months, we have considered an expansion of our remedial courses and the need for close tracking of

students to measure outcomes. It seems, for instance, self-defeating to measure a student **against** what to him would be the arbitrary outcomes of a General Studies Transfer curriculum, merely because he has not chosen any other specific course of study. In a sense, this is **what we have** done to him by not devising a better focused and more precise designation by which to describe his activity at the College.

Thus, a committee representing faculty and administration is taking steps to revise the current registration form and refine the data. Categories such as "degree-seeking"/"non-degree seeking" would from the outset allow a student to describe more accurately his status **at the College and us to acknowledge** what we know to be true, that is, that many of our students are not and probably never will be degree-seeking. **We can serve them better if we know what their expectations are.**

As these changes are implemented, it is **not** likely that **you will see** such anomalies in the data on the General Studies Transfer program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Charles County Community College

PROGRAM TITLE: Practical Nursing

PROGRAM HEGIS NUMBER: 5209-01

LEVEL OF AWARD: Certificate

1. What factors account for the low number of awards?
2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.
3. What does the college consider to be a minimum number of awards for a successful program?
4. Make a value judgment about the program in terms of its enrollment and quality.
5. What action(s) does the college plan to take to address the above issues?

The Practical Nursing Program at Charles County Community College was begun in August 1975 and graduated its first class in August 1976. Each year since then we have graduated a class of students who then have taken the State Board of Nursing Examiners Test Pool Examination for licensure in the State of Maryland.

Graduate data from the college is reported previous to the August graduation of the Practical Nursing class, therefore, it does not reflect the current award data. Consequently, the report of the August graduates has not been adequate. The following table shows corrected data:

HISTORICAL DATA:	1977	1978	1979	1980	1981	1982
Enrollment						
Certificate Level						
Full-time	19	19	17	16	15	30
Part-time	1	1	3	4	5	11
Total headcount	20	20	20	20	20	41
Awards						
Certificates	20	16	13	10	13	33

The Practical Nursing Program at the College is partially funded by the Comprehensive Employment Training Act (CETA). Changes in CETA-eligibility requirements have contributed to higher attrition in the Practical Nursing classes. The Nursing Department's pre-program Learning Strategies Course (NUR 150) and individual tutorials have assisted somewhat in lowering attrition in the last two years.

In the fall of 1981, the Nursing Department began offering Practical Nursing courses on the Calvert Satellite Campus. This accounts for the increase in the number of students enrolled and awards given.

To date the Nursing Department has enrolled 161 nursing students and 125 awards have been granted. This seems acceptable in comparison to similar programs in Maryland Community Colleges.

Of the 125 graduates from the Practical Nursing Program, only 2 have failed the State Board of Nursing Examiners Test Pool Examination. Of the 125 graduates of the Practical Nursing Program, 29 have completed the Associate Degree Nursing Program at Charles County Community College and 12 are presently enrolled in the Associate Degree Nursing Program this semester.

It is hoped that, given the corrected statistics for enrollment and awards for the Practical Nursing Program, the State Board for Community Colleges would agree that at present no action is required to alter the program. Action has already been taken to ensure that enrollment and awards are accurately reported to facilitate the work of the Community College Program Evaluation System.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Chesapeake Community College

PROGRAM TITLE: Real Estate

PROGRAM HEGIS NUMBER: 5004-06

LEVEL OF AWARD: AA

Program discontinuance endorsed by SBCC 12/7/82

Program discontinuance approved by SBHE 3/3/83

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Chesapeake Community College

PROGRAM TITLE: Marine Maintenance

PROGRAM HEGIS NUMBER: 5406-04

LEVEL OF AWARD: Certificate

Program discontinuance endorsed by SBCC 12/7/82

Program discontinuance approved by SBHE 3/3/83

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Dundalk Community College

PROGRAM TITLE: Accounting

PROGRAM HEGIS NUMBER: 5002-01

LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

Number of Respondents	23
Employed Part-time	26%
Employed Full-time	
Job Directly Related	74%
Job Somewhat Related	0%
Job Not related	0%
Transferred	70%
Unemployed	0%

2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program.

The qualitative evaluation that occurred several years ago precipitated limited revisions since the degree program has only been in operation for two years and there were few graduates at that time. However, since that time each of the career courses in the program have been extensively reviewed and revised where necessary. In addition, an Accounting Text Book Committee (consisting of both full- and part-time instructors) has reviewed all accounting texts and appropriate changes were made.

A certificate program in Accounting was initiated to meet the needs of these students who only want a limited number of courses to quickly obtain certain employment skills. This will also give the college another indication (in addition to the degree) of the progress of the students and the relative success of the program.

Finally, since the initiation of the Data Processing certificate, the Accounting students have been encouraged to use their elective credits toward obtaining competencies in Data Processing to further expand their skills and keep up with new technological requirements while they obtain their degree in Accounting.

3. Make a value judgment about the program in terms of its enrollment and quality.

In regard to enrollment, the numbers of students enrolled in the program has been growing since its inception and is currently the second largest career program at the college. With a continuation of the recently expanded college recruitment effort, it is anticipated that this program will continue to increase in enrollment.

The quality of this program is excellent. Student evaluations are very positive. As reflected by the response to Item 1, many of the students who enter this two-year career program transfer to four-year schools. Follow-up on transferring students indicates a very high success rate. In fact, most of our graduating students who transfer attend the University of Baltimore. The majority of these students have obtained a QPA in excess of 3.0 at that institution. The employment data for our graduates is also extremely positive (see results of the survey in Item 1 above).

4. What action(s) does the college plan to take to address the above issues?

Although this is the second largest career program at the college, recruitment efforts will continue to sustain and expand enrollments. The quality of the program will continue to be monitored through course evaluations, student and graduate surveys, advisory board recommendations, and other appropriate measures.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Dundalk Community College

PROGRAM TITLE: Media Technology

PROGRAM HEGIS NUMBER: 5008-01

LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

Number of respondents	15
Employed Part-time	0%
Employed Full-time	
Job Directly Related	73%
Job Somewhat Related	0%
Job Not Related	7%
Transferred	13%
Unemployed	7%

2. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the statewide cost for the same discipline. What factors account for the higher cost?

The higher cost for this program is due to two factors: (1) the production orientation of the program, and (2) the enrollment in the program.

The production orientation of the program, which necessitates a considerable amount of equipment, causes some higher costs. All of the career courses in the program are production-type courses. Those that are considered to be the most expensive are the two television courses and the filmmaking course, where the student learns camera operation, lighting, set design and construction, editing of film or tape and those other skills necessary to make a final finished production. Upon completion of this program, each student has a portfolio in the fields of slide tape, audio tape, transparencies, sound film, video tape, graphics and photography. The student is thus well prepared and ready for job placement.

The enrollment in the program is increasing and should assist in decreasing the cost. The Fall 1982 enrollment of students in Media Technology increased by 27% over the Fall 1981 enrollment.

The discipline cost for the Media Technology program has decreased during the past year (FY 82). In FY 81 the discipline cost was \$3926 while in FY 82 the cost decreased to \$3390 for a percentage decrease of 13.5%. This is due to improved class size and to better cost control.

3. Make a value judgment about the program in terms of its enrollment and quality.

The enrollment in the Media Technology program has been relatively stable for the past several years but has increased this Fall as reflected above.

As to the quality of the program, we are constantly upgrading course content to meet the changing technology. We anticipate there will be changes on a yearly basis in content of the program due to the effects of new technology. The curriculum's Advisory Committee is very conscientious about recommending changes to meet their needs as employers.

The job placement rate of our Media Technology students has been high. The students are successful in their positions and the feedback from employers has been excellent. The program maintains an excellent reputation in the field and we are constantly contacted for interns and permanent positions that are available in the area. Professionals in the field are also recommending our program to anyone inquiring about enrollment in a college to learn this type of work. The recommendations of our graduates' employers clearly speak to the superior quality of this program.

4. What action(s) does the college plan to take to address the above issues?

The college community has taken a firm stand in placing marketing as one of our top priorities. The Enrollment Development Team, as well as the Occupational Program Directors, are working together to expand marketing efforts not only in the Media Technology program, but in all other career programs. The college's increased enrollment this Fall is already reflecting these coordinated efforts.

Recruitment of new students will diminish costs per student as exhibited in the last cost analysis figures. We will continue to develop a program that meets the needs of the students as well as those of the prospective employers.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Dundalk Community College

PROGRAM TITLE: Child Development & Early Childhood

PROGRAM HEGIS NUMBER: 5503-03

LEVEL OF AWARD: AA/Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

Number of respondents	15
Employed Part-time	7%
Employed Full-time	
Job Directly Related	40%
Job Somewhat Related	0%
Job Not Related	13%
Transferred	20%
Unemployed	20%

Of the three individuals who are unemployed (20%), two are not in the job market due to home responsibilities.

2. Make a value judgment about the program in terms of its enrollment and quality.

In terms of enrollment, this program has a consistent record over the past five years, with an average fall enrollment of some sixty students during the previous years, the numbers were in the forties). Awards (degrees/certificates) have averaged more than six per year for a ratio of enrollment-to-awards of approximately ten to one. The awards previous to this five-year period were in the area of one or two per year with a ratio of enrollment-to-awards of about twenty or more to one.

In regard to quality, this program is considered to be an excellent one. Two of the major reasons for this high quality are the knowledge and dedication of the Program Director and the interest and contribution of the Advisory Committee.

3. What action(s) does the college plan to take to address the above issues?

The college will continue to maintain and expand its job placement support services for our graduates. The college will also sustain its comprehensive marketing and recruitment efforts for all curricula including Child Development/Early Childhood. In terms of program quality, the courses in the program are continually evaluated and updated to meet the current needs in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Essex Community College

PROGRAM TITLE: Arts and Sciences (transfer)

PROGRAM HEGIS NUMBER: 4910-01

LEVEL OF AWARD: AA

I. What factors account for the low number of awards?

During the period 1976 to 1981, the number of enrollments in Arts and Sciences **has** remained fairly steady. Three hundred and seven students indicated **enrollment** in Arts and Sciences in 1976 and 420 in 1981.

During the same period of time, however, the number of AA degrees awarded has declined steadily. With 307 students enrolled in 1976, 56 AA degrees were awarded; in 1981, with 420 students enrolled, only **9 AA degrees** were awarded.

To understand why there has been this apparent decline in AA degrees awarded in Arts and Sciences, it is necessary to understand the registration and graduation system at Essex. When registering for courses each semester, students are instructed to indicate by a two-letter code the occupational or transfer program in which they are enrolling. When students apply for graduation, they complete an application for graduation on which they are also asked to indicate by a two-letter code their program designation. Through 1976, transfer students in the Arts and Sciences could register each semester for a transfer program entitled "Arts and Sciences" which corresponded to Hegis code 4910-01. However, in 1977, the college revised its table of transfer program options and divided the general area of Arts and Sciences into a number of **more** specific transfer patterns. Each of these patterns was given a separate two-letter curriculum code for use on the registration form. Students registering under any of these curriculum codes were counted under the Hegis code 4910-01. Significantly, there was no longer a two letter code for the general area Arts and Sciences. **Our intention** in instituting this change was to **gain** more specific data on student **interest** than we could from the general category Arts and Sciences.

At the time that the College made this change in curriculum codes for registering students, there was not a corresponding change in curriculum codes for students applying for graduation. The only curriculum codes for transfer students in the Arts and Sciences area listed are MZ (Humanities and Arts) and KJ (Mathematics and Physical Sciences). These are also the only two curriculum codes on the graduation list that are counted under Hegis Code 4910-01.

Apparently, the result of this inadvertent inconsistency between the curriculum codes available for registering students and those available when students apply for graduation can be seen in the following description of a typical transfer student. The student has known since early in his career that he wants to graduate and transfer in the general area of speech. Each semester, when he registers, he has entered the 2 letter code ME (Speech) in block three of the registration form indicating that he is enrolled in the speech transfer cluster. However, when he applies for graduation in his final semester, he finds that the curriculum code ME is not listed as one of his options for graduation on the back of the graduation application. Finding no curriculum code corresponding to his transfer cluster, speech, he chooses instead curriculum code GB for General Studies Transfer.

The result of this situation has been that students have indicated the specific area curriculum code they were interested in each semester as they registered and were therefore counted under Hegis code 4910-01. However, not finding that specific curriculum code listed on the graduation form, they have instead applied for graduation under the General Studies curriculum code (GB) which then causes them to be counted as graduates under Hegis code 4950-01. As a result, enrollments in the Arts and Sciences Hegis code have remained fairly high while the number of awards each year has declined drastically.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

On the entrant follow-up survey, there are two questions which pertain to students' goals. Question A asks about their educational goals and Question B asks about their personal goals. The most recent entrant follow-up survey was just completed on 1978 enrollees. Those students responded as follows to Questions A and B:

Take courses only	43%
Certificate	7
AA degree	43
No response	7
Exploration of new career or academic area	21%
Preparation for immediate entry into career	7
Preparation for transfer	29
Update skills	0
Interest and self enrichment	36
Other	7

3. What does the college consider to be a minimum number of awards for a successful program?

Of course, the college would like to see every student enrolled in every program complete that program. However, recognizing the multiplicity of goals of students who attend community colleges and the obstacles to their accomplishment of those goals, the college recognizes that a realistic goal is to have the number of awards in any one year equal to 5-10% of the number of students enrolled in that program. Using this guideline, the college would consider 21-42 awards to be a successful accomplishment for the Arts and Science program, which had 420 enrollees in 1981.

4. Make a value judgment about the program in terms of its enrollment and quality.

In terms of enrollment, the Arts and Sciences program is not only healthy but improving in health in the past 3 years. In terms of quality, because of the extremely diverse nature of the programs included under Arts and Sciences, an assessment is much more difficult. Subjectively, it is possible to say that those programs included in the Arts and Sciences Hegis code have been a vital and influential part of the college's overall offerings. At a time when interest in the Arts and Sciences has been declining consistently, these programs have succeeded in holding their own and in many cases even growing.

5. What action(s) does the college plan to take to address the above issues?

The college has been aware for some time that, in general, the system for presenting transfer programs to students could be improved. This problem has been examined in considerable detail during the past year by the Academic Council, the Catalog Committee, and the Dean of Instruction's Office. While no specific resolution has yet been reached, this question will remain high on the college's agenda in the coming year. While it is impossible to predict at this time exactly how transfer programs will be listed and described to students, the college offers its assurance that the problems with the current system will be corrected and that, in all likelihood, a major reorganization of our system of describing transfer programs will be enacted. This may, in effect, end by our questioning of the seven academic cluster areas approved by the SBCC for transfer. (For example, "Arts and Sciences" could overlap with the "Biological and Physical Sciences" and with the "Humanities and Physical Sciences" areas.)

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Essex Community College

PROGRAM TITLE: Marketing Management

PROGRAM HEGIS NUMBER: 5004-08

LEVEL OF AWARD: AA

I. What factors account for the low number of awards?

First, it seems clear from the review of transcripts that entering students are, for the most part, uncertain of their career directions. Twenty-six percent of the 39 telephone survey respondents changed their career and/or personal interests and did not continue on in their marketing studies. Another 21 percent did not complete their AA degree studies at Essex prior to transferring or did not intend to get an AA degree. Thirty-eight percent are continuing their studies at Essex (or planning to continue their studies in the future) in marketing or a closely related area.

The remaining 15 percent did, in fact, complete their degrees at Essex. Five of those degrees were in marketing management, while the other was in general studies.

When looking at the total population (212 students who identified themselves as studying marketing on their registration forms) twenty-two students received AA degrees from Essex Community College. Eleven of those received their degrees in the field of marketing. Eight of those degrees have been awarded since June, 1981, which indicates a definite increase in the number of degrees awarded in marketing since the information presented on the Spring, 1982 PDMS printouts. The other awards (11) were given in general studies (5 awards), Business Management (4 awards), Arts and Sciences (1 award) and Nursing (1 award). Thus 22 awards were given from a review of 212 transcripts (or 10.4 percent of the students received AA degrees).

This situation, however, should be seen in the context of occupational programs in general. In most cases the percentage of students completing the program and receiving a certificate of AA degree is relatively small.

While the ratio of awards divided by enrollments for Marketing Management is lower than that for most programs, this fraction is relatively low for all programs. Today's students are frequently taking only the courses they feel they need and then leaving the program without completing it. (They may, however, be continuing their studies in new areas). This is the trend at most community colleges nationwide. While we may wish that this were not the case and while we should always be looking for ways to improve this situation, it is certainly not cause for alarm.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

<u>GOAL</u>	<u>NUMBER</u>	<u>PERCENT</u>
Exploration of marketing as a new career or area of academic study	5	12.8
Preparation for immediate entry into a career	13	33.3
Preparation for transfer to a four-year school	14	35.9
Upgrading skills for a job currently held	4	10.3
Interest or self-enrichment	<u>3</u>	<u>7.7</u>
	39	100.0

Eighty-two percent did anticipate earning an A.A. degree at Essex Community College when they started their studies, but for many personal and career interests changed prior to reaching their goal. Others are still attempting to achieve this goal.

Ninety-two percent of the respondents indicated satisfaction with the quality of instruction in their courses.

3. What does the college consider to be a minimum number of awards for a successful program?

This is a difficult question to answer in a general sense, for the response depends somewhat upon the program. In a program that requires "selected admission," 80-85 percent of those formally admitted to the program ought to complete the curriculum. In other areas, a minimum number of completions may not be a relevant goal. Community colleges often encourage students to take selected courses rather than entire programs, depending upon their personal needs. Perhaps the best estimate for completions in most "successful" career curricula would be between 5 and 10 percent.

4. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

	<u>NUMBER</u>	<u>PERCENT</u>
Number of Respondents	39	--
Employed Part-time	10	25.6
Employed Full-time		
Job directly related	12	30.1
Job somewhat related	3	7.7
Job not related	7	17.9
Transferred	9	23.0
Achieved goal or still enrolled	30	76.9

5. Make a value judgment about the program in terms of its enrollment and quality.
6. What action(s) does the college plan to take to address the above issues?

The college feels that the marketing management is a viable part of our curricular offerings. Therefore, the Division of Business and Management has taken several steps to improve its quality and attractiveness to students. These steps have included:

- A. During the past year, the number of faculty who teach marketing courses has been expanded.
- B. The department is exploring new ways to offer marketing topics in non-credit courses to attract new students.
- C. Effective 9/1/82, a new Marketing Management program coordinator has been appointed to develop additional goals and objectives for the coming year, including a multi-year plan for continued evaluation, development and publicity for the program.

SBCC RECOMMENDATION:

The College is requested to submit a copy of the evaluation plan mentioned in item six.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Essex Community College

PROGRAM TITLE: Mental Health/Human Services

PROGRAM HEGIS NUMBER: 5216-01

LEVEL OF AWARD: AA

1. What factors account for the low placement of students in their field of training?

The current depressed economy has had a strong impact on the human services delivery system. Reduced federal spending has affected the staffing patterns of mental health/human services agencies. Staffing has been cut, despite the increased need for services during these difficult economic times. Historical trends show the need for services increases in times of hardship. Additionally, government cuts have made the competition for mental health jobs more acute. AA degree paraprofessionals are competing with credentialed professionals for employment opportunities.

Approximately one half of the graduates of this program are transferring to four-year institutions. The two-year program combination of theory and practice serves as an excellent foundation for transfer to four-year social work and psychology programs.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

Teacher Aid
CETA Worker
Care Giver
Psychiatric Aide
Activity Therapist Asst.
Patient Flow Coordinator
Child Care Worker
Counselor
Mental Health Worker
Instructor
Social Work Assistant
Residential Counselor

3. Describe any contacts that you have had with employers about the curriculum and the need for the program?

Employers serve as members of the Advisory Board. In that role, employers are involved in curriculum review and employment issues. The curriculum has been reviewed and modified over the last several years and currently has a broad human service foundation.

Faculty are involved with employers on a continuous basis while developing student field placements and in supervision of the student during the clinical placement.

Residential child care facilities are an illustration of community need. At the request of the child care community, an option to the Mental Health/Human Services program has been initiated. This option prepares students for work in residential child care facilities where the need for trained staff is still critical.

Professionals all agree that middle level workers serve an important role in the mental health delivery system. However, with shrinking budgets, staffing is reduced. Moreover, credentialed persons are competing for paraprofessional jobs.

4. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?

Actions taken since the last evaluation:

- A. The program curriculum now has a human service focus to provide for a more generic approach to the health delivery system.
- B. Only agencies that hire paraprofessionals are used as field placements. This helps to build in employment opportunities.
- C. When applying to the program, all students are told that employment is limited and competitive.
- D. On-going evaluation is an integral part of the Division of Allied Health. A summary report of the Mental Health/Human Services component of an Allied Health survey of all graduates (1973-79) was sent to the SBCC.

5. Make a value judgment about the program in terms of its enrollment and quality.

The quality of this program has been consistently excellent. Student follow-up studies indicate 100% satisfaction. Additionally, in 1981, the program was accredited by the Council for Standards in Human Service Education. A 390 page self-study evaluation document was developed for CSHSE review, the site visit was held in April 1981, and five years accreditation was awarded in June 1981. This activity is viewed as a significant accomplishment related to program quality.

Enrollment is expected to continue at the same rate of approximately 50 students per year.

6. What action(s) does the college plan to take to address the above issues?

A new faculty member has been hired, beginning September, 1982. With an infusion of enthusiasm and creativity, the following new activities are expected:

- A. Job development related to field placement.
- B. Expansion of in-service courses for external agencies.
- C. Exploration of Department of Health and Mental Hygiene coordination.
- D. Exploration of a new curriculum model for part-time and evening students to attract persons already employed in human services.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Essex Community College

PROGRAM TITLE: Podiatric Assistant

PROGRAM HEGIS NUMBER: 5299-05

LEVEL OF AWARD: AA/Certificate

1. What factors account for the low enrollment in this program?

As indicated in the program proposal, the enrollment has always been limited to persons recommended and employed by practicing podiatrists. The College recognized, from the beginning, that the audience for this program was limited.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? if there are substantial differences, what factors account for them?

Actual Enrollment

<u>Academic Year</u>	<u>Part-time</u>	<u>FTE</u>
1978-79	16	5.3
1979-80	45	15.0
1980-81	40	13.3
1981-82	30	10.0

There are some minor differences from the original program proposal in terms of the projected enrollments; however, these differences were anticipated when the program was submitted. The proposal stated, "It is anticipated that there will be suspension dates in which courses offered early in the program will be discontinued for a period of time. New groups will be started in these courses based upon indication of need from the professional podiatric community." Essex Community College has offered courses in sequence on an "as-needed" basis.

3. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?

The program evaluation requests in 1978 focused on enrollment and program costs. Program costs, as indicated on the PDM report, were clarified in the 1978 response. The cost reflected then, and reflects now, the combined costs of all programs under the HEGIS category "Health Services and Paramedical Technologies" (5200). Actual instructional costs for the Podiatric Assistant program are extremely low. Instructors are paid on the part-time salary scale of \$350 per credit hour (1982-83 salary scale for professor).

4. Make a value judgment about the program in terms of its enrollment and quality.

The quality of the program is outstanding. A self-study document was submitted to the Council on Podiatry Education of the American Podiatry Association in Spring, 1982. A site visit for reaccreditation evaluative purposes occurred on May 7, 1982. A summary of the report, written by the professional team of evaluators, has been sent to the SBCC.

Enrollment will always be dependent on a select, identified group of employed podiatric assistants.

5. What action(s) does the college plan to take to address the above issues?

Broader range recruitment strategies will be developed. The current recruitment tool is a letter sent to practicing podiatric assistants in Maryland and Washington, D.C. Contact will be made with Montgomery College to suggest offering the course on the Montgomery campus. Perhaps students in that area are reluctant to travel to Baltimore, and a more convenient location will attract additional students. The program is, however, meeting community needs. Although few students continue for a certificate or AA degree, there is strong support by the professional community of Doctors of Podiatric Medicine (DPM) to continue to offer this curriculum.

SBCC RECOMMENDATIONS:

- (1) The College is requested to explain why the part-time enrollment reported in item two is so different from that reported through the Enrollment Information System.
- (2) The College is requested to report on the status of the recommendations contained in the 1982 onsite evaluation.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Frederick Community College

PROGRAM TITLE: Business Administration (transfer)

PROGRAM HEGIS NUMBER: 4970-01

LEVEL OF AWARD: AA

1. What factors account for the low transfer rate?
2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

The rate of students transferring has increased from 41% in 1978 to 48% in 1980. While this remains below the state average there appears to be a trend toward more Business Administration students transferring. However, researching our admission data, we discover the following:

- A. Only 37% of the 343 students currently enrolled in Business Administration have done so with intentions of transferring.
- B. Twenty-three percent are enrolled in Business Administration to update skills for a job currently held.
- C. Seventeen percent enrolled in Business Administration are exploring a new career or a new academic area.

The remaining students have various other purposes for enrolling in this program. Based on student objectives, there is not a low transfer rate since only 37 percent of students have that intent and 48 percent of graduates actually transfer.

3. What does the college consider to be a minimum acceptable transfer rate?

Forty to 60 percent would be acceptable for continuation of the program.

4. Make a value judgment about the program in terms of its enrollment and quality.

Students' goals and objectives are the concern. In this instance, 63 percent of the students enrolled in our Business Administration program have done so to explore new careers, for self-enrichment, to prepare for immediate entry into a career or to update skills for a job currently held. If this is their desire and they are satisfied with the results, we are not concerned. Their satisfaction with our program is substantiated by the steady increase in enrollment from 217 in 1979 to 343 in 1982.

To summarize, our enrollment in our Business Administration program is increasing, the percentage of students transferring to four-year colleges is also increasing and the flexibility that the program allows seems to be adequate--so the College is very satisfied with what the program has to offer for the students.

5. What action(s) does the college plan to take to address the above issues?

Although we will study student interests more closely in regard to this program, we do not feel any other action is appropriate now.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Frederick Community College

PROGRAM TITLE: Accounting

PROGRAM HEGIS NUMBER: 5002-01

LEVEL OF AWARD: AA

1. The ratio of enrollment-to-awards in this program is considerably higher than in similar programs in other Maryland community colleges. What factors account for the relatively low number of awards at your college?

Many of our students enroll in our accounting program with intentions of continuing their education at a four-year school. In fact, 21% of the students who initially enroll in the Accounting program transfer. In many cases this discrepancy exists because students feel that all of our programs transfer (and this may be true) and since they plan to major in accounting, they enroll in the Accounting program. Later, after talking to an advisor, it is recommended that the student switch from the Accounting program to Business Administration so that the courses they then select are more in line with what the four-year school would like students to complete during their first two years of school. In addition, there are more electives within the Business Administration program, which gives students more flexibility in meeting the requirements of the school to which they plan to transfer.

Because of the students switching to Business Administration, they no longer can graduate from the Accounting program. This has happened often enough to inflate the enrollment temporarily in the Accounting program. The students are listing as Accounting majors in our initial reporting, but later they switch to Business Administration. This occurrence, in many cases, causes students to attend Frederick for two years and not satisfy either degree requirement (Business Administration or Accounting). They then transfer without an AA degree.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

- 23% are exploring new careers
- 17% are seeking preparation for immediate entry into a career
- 19% are preparing to transfer
- 25% are updating skills for a job currently held
- 13% are interested in self-enrichment

Although this program was established to train students for immediate employment, many students are transferring.

Many others enroll for immediate employment upon completion but are unable to complete the rigid requirements of the program. So they complete what they can and either find employment, or switch to Business Management or Business Administration.

In addition, over two-thirds of the accounting students are part-time. It takes many years of enrollment at our school before students complete all the required course work. In many cases, these part-time students are only a course or two away from graduation. But because the required course may be a humanities elective, or a science elective, they opt not to complete it. Their rationale is that they are working in accounting, not planning to transfer, and the general education courses would not be practical.

3. What does the college consider to be a minimum number of awards for a successful program?

Fifteen to 30 percent would be an acceptable graduation rate.

4. Make a value judgment about the program in terms of its enrollment and quality.
5. What action(s) does the college plan to take to address the above issues?

If the program satisfies the needs of the students, the College feels that it is being successful. This program has had a steady growth from 1977 to 1982 of 113 students to 165 students.

At this time, the College does not intend to alter this program in any way except to require a higher level math to prepare students for the Managerial Accounting and Principles of Finance courses required. In addition, we will monitor the program for the SBCC concerns.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Frederick Community College

PROGRAM TITLE: Dental Assisting

PROGRAM HEGIS NUMBER: 5202-01

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

In the letter of intent to submit a program proposal, our survey indicated that by 1977 there was an estimated need for 34.0 dental assistants, and by 1980 the need would be 20.8 dental assistants, for a long-term average of 15-20 dental assistants per year. In Maryland, dentists can hire either certified dental assistants, graduates of an accredited program, or people off the street and give them on-the-job training (OJT).

Over the past few years there has been controversy at the Board of Dental Examiners about qualifications for the dental assistant. In December, 1981 the Maryland Board of Dental Examiners spelled out the requirements for a "qualified" dental assistant. With this new code in effect, there will be less use of OJT dental assistants.

The College recently received information from the American Dental Association Commission on Accreditation concerning the rules governing applicants desiring to write the qualifying examination for CDA. There are three methods and only one requires post-secondary education. However, in order to become certified, one must pass the examination.

The main factor for low enrollment in the program is due to insufficient advertising and recruitment of students for the program. This is changing with our new coordinator.

2. If the original program proposal estimated enrollment, how do the projections compare with the actual enrollment? If there are substantial differences, what factors account for them?

Generally, we lose about two or three students in the Dental Assisting Program per year for academic reasons. Therefore, our enrollment figures parallel our number of graduates fairly closely. Our enrollment projections when planning this program were inordinately high. We have not reached the projected enrollment, and we would like to revise the figures downward to an enrollment of 15-20 students.

Our projection called for graduating approximately fifteen students a year. Since our program began producing graduates in 1977 we have graduated fifty-five students or an average of nine per year. This means we are meeting one-half of the need of dentists in the community. With this new requirement and an improvement in the economy, there will be an increased demand for graduates prepared at the college level, and our enrollment should begin to increase.

3. Make a value judgment about the program in terms of its enrollment and quality.

In terms of an ideal program, our enrollment is low, and the program is struggling to survive. The value judgment with regard to this program is that it is needed in this community. We are unable to meet the demands of practicing dentists for certified dental assistants. We are increasing our efforts to have a larger enrollment and, hopefully, our next set of figures will show this. However, one problem remains which is beyond our control, and that is that starting salaries for dental assistants in Frederick are still quite low.

4. What action(s) does the college plan to take to address the above issues?

The college intends to reactivate its Dental Assistant Advisory Committee, keep the practicing dentists in the community informed of the changes in the practice, and begin an intensive recruiting program in the high schools for students.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Garrett Community College

PROGRAM TITLE: General Studies (transfer)

PROGRAM HEGIS NUMBER: 4950-01

LEVEL OF AWARD: AA

COLLEGE RESPONSE

1. What factors account for the low transfer rate?

The General Studies Program at Garrett Community College has not been primarily a transfer curriculum. Historically, it has served two categories of students: those who come to college with diverse interests and goals, and those who come with no specific educational goals. Through this program these students have been able to work toward an AA degree. Since 1976 the college has encouraged General Studies students to choose an area of concentration in one of the academic divisions. These students have been advised by an advisor in that division and encouraged to pursue courses within that division. Often by their second year, many of these students who intend to transfer to a four-year institution change their curriculum from General Studies to a program within the division of their area of concentration. When they receive their AA degrees, they are then no longer General Studies students. This ultimately has reduced the number of General Studies students transferring to a four-year institution.

In answering this question, it is also important to consider the location of Garrett Community College in a county that is geographically and demographically unique. Most of the students who come to Garrett from this rural community represent the first generation of their families who have attended college. Many of them have no definite plans or goals beyond two years at their local community college. Traditionally, these are the students we have found in the General Studies curriculum. Students from other counties in Maryland come to Garrett for specific transfer programs in other academic divisions. This factor has also affected the number of General Studies students who transfer to a four-year institution.

The number of students who have received AA degrees in General Studies over the past six years, has slowly but steadily increased, from 5 students in 1976 to 13 students in 1981, and 10 students in 1982. Of the 9 General Studies graduates in 1980, 40 percent transferred to other institutions. This number does not represent a wide differential from the number of transferring students in other academic programs, where the transfer rate is 50 percent. Of the respondents to the survey of 1980 General Studies graduates, 50 percent indicated that they were extremely satisfied with their transfer preparation, 50 percent indicated that they were satisfied, and

100 percent indicated that they had achieved their goals or were still enrolled. These figures would appear to indicate that there is no major problem with the General Studies program as a transfer curriculum.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Many General Studies students have come to Garrett with diverse interests and educational goals, or with no specific goals in mind. After they have been encouraged to choose an area of concentration, and have taken courses in a particular academic discipline, many of them begin to think in terms of a particular transfer or career goal, and plan their programs of study accordingly. Others, who are undecided or who want to explore several possibilities, choose courses for self-enrichment or general courses that would form a basis for any liberal education.

The five respondents to the survey of 1980 General Studies graduates indicated their reasons for coming to Garrett as follows: (1) early college entry, (1) exploration of new career or academic areas, (1) preparation for transfer to a four-year institution, (2) interest and self-enrichment. All five students indicated that they had achieved their goals by the time they graduated from Garrett Community College.

3. What does the college consider to be a minimum acceptable transfer rate?

A number of reasons impact on the potential transfer of our General Studies students; a 40 to 50 percent transfer rate would be acceptable.

4. Make a value judgement about the program in terms of its enrollment and quality.

General Studies students represent 8.9 percent of the college's total enrollment. Enrollment of full-time students in the General Studies Program has remained relatively constant for the past six years, even though the college's total enrollment has fluctuated. Part-time student enrollment in General Studies has declined from 52 students in 1976 to 20 students in 1981, and 24 students in 1982. This is due in part to the increased number of academic programs available to students, and in part to the decline in numbers of part-time students enrolled in all programs over the past several years.

Until this year, General Studies students have been advised by faculty members in the academic division appropriate to their chosen areas of concentration, with no one division or office having responsibility for monitoring this advisement and student progress. The General Studies curriculum requires that a student take 23 credits of general education courses with the following distribution: 9 credits in Humanities, 6 in social science, 6 in math/science, 2 in physical education. Beyond these required courses, the degree to which a student's program has been planned toward a specific transfer or career goal has determined the quality of the program. For General Studies students who have had no specific goal and who have chosen courses for their own interest and self-enrichment, the quality of the program would need to be assessed on an individual basis.

5. What action(s) does the college plan to take to address the above issues?

Recognizing that the dispersal of General Studies advisement among the various academic divisions may have presented curriculum planning problems for some students, the college has revised the organization of this advisement function. It is now centralized within the Division of Humanities, General Studies and Individualized Learning.

One faculty member from each academic division has been appointed to serve as advisor to General Studies students who choose areas of concentration within that division. A faculty member who is familiar with current requirements of articulated programs with four-year institutions is now advising General Studies students in the college-university parallel transfer program. Students who are in an undeclared major status are advised by another faculty member who is prepared to help them choose courses that will permit them to explore various possibilities before making a determination toward a specific career or transfer goal. These advisors meet periodically with the Chairperson of the Division of Humanities, General Studies and Individualized Learning to review student progress and to assure that each student's planning of sequential courses is appropriate to his program.

Included in the reorganization of the General Studies Program are the developmental courses, for the first time housed within an academic division of the college. A new package of courses, Foundation Studies, is now available for students who need to develop basic skills of thinking, reading, writing, and arithmetic, before attempting college level work. Students in this program take developmental courses in basic skills, along with specified introductory level courses from their chosen academic program. They are advised by two appointed faculty members familiar with their needs, and their progress is monitored closely throughout the semester. We expect that this program will help underprepared students achieve success in their college work.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Garrett Community College

PROGRAM TITLE: Coal Mining Technology

PROGRAM HEGIS NUMBER: 5399-03

LEVEL OF AWARD: AA/Certificate

1. What factors account for the declining enrollment in this program?

Two factors account for declining enrollment.

- A. Loss of part-time students. The loss of part-time students has been influenced in part by decreased interest in pursuing a degree program and use of the rotating work schedules at mine sites, making it difficult to attend classes.
- B. Economic conditions. Depressed coal sales, mine lay-offs, and reduced work weeks have made it appear to prospective students that the mining industry does not have the employment opportunities for graduates of this program.

2. At what level does the college expect the enrollment to stabilize?

HeadCount Enrollment:

1978 - 41
1979 - 27
1980 - 15
1981 - 15
1982 - 16

It would appear from the above information that the program is stabilizing at about 15 students per year.

3. If the original program proposal estimated enrollment, how do the projection(s) compare with the actual enrollment? If there are substantial differences, what factors account for them?

Estimated Enrollment:

	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>
Full-time	18	40	45	45	45
Part-time	30	50	70	75	75

Actual Enrollment:

Full-time	18	19	10	13	13
Part-time	23	8	5	2	3

The manpower needs of the coal industry just did not materialize to the extent that was originally projected. Sources within the industry and the community have indicated that economic factors may be the major reasons for this shortfall.

4. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the cost for all disciplines at your college. What factors account for the higher cost?

Some equipment purchases were necessary this past year which would account for some of the increased credit hour cost. However, meeting the supply, repair, and salary needs in the future will demand more FTE production. Hopefully, through continued communication with the coal industry about their training needs, an increasing student enrollment will be forthcoming.

5. Make a value judgment about the program in terms of its enrollment and quality.

Is the program struggling? This program has been having problems meeting FTE requirements; however, this should be expected with any new venture. Some encouraging signs of growth have been occurring through increased interest in the program by the coal industry as well as prospective students. Only through continued efforts will the Coal Mining Technology program make it through this period of struggling for existence.

Could the program be continued with enrollment at present levels? The program could continue to exist at these levels, but the effort must be made to increase student numbers so that it will prosper.

Program Quality: Quality has been assessed in the following ways. Feedback from employers, who have hired CMT graduates has provided praise for the quality of graduates being produced.

The types of equipment and hands-on experiences being provided offer a valuable opportunity for the student to apply topics outlined in classroom course work to real life situations.

Instruction for the CMT program has been enhanced by the addition of a part-time instructor with both teaching experience and underground mine experience. This has provided the students an opportunity to interact with a person who has been directly involved in mine maintenance activities.

6. What action(s) does the college plan to take to address the above issues?

Issue: Increase student enrollment. Hopefully, through continuing efforts to make course offerings more accessible to part-time students and developing course work that appeals more to the mine industry employee, improvements can be made in attracting students into this program.

Issue: Lower cost per credit hour. Since most equipment purchases have been made, additional FTE production should bring program cost per credit hour more in line with other discipline cost at the college.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: General Studies

PROGRAM HEG'S NUMBER: 4750-01

LEVEL OF AWARD: AA

1. What factors account for a loss of credits upon transfer that is above the State average?

The General Studies program at Hagerstown Junior College is designed to provide a vehicle for those students who, for a variety of reasons, change their program intentions some time after enrolling at the College. A careful review of the students graduating in this program for 1980 indicates that this was the case for most of them. Twenty-seven of these individuals transferred credits to HJC and a particular population within this group, 22 in number, were part of the College's Maryland Correctional Training Center inmate program. Each group has been prone to program changes. As a result of this midprogram change, it is difficult for the counseling and advisement system at the College to insure a high degree of parity between those students who graduate in a specific program and transfer, and those in General Studies. Our assessment is that the program is providing a service despite the number of lost credits.

2. What factors account for transfer to programs less related to the community college programs than the State average?

Since the students in the General Studies program are changing their choices of transfer program following their enrollment at the College, it is logical to assume that the programs to which they transfer would be less related to the program at the community college than is currently the state average. In those transfer programs which are specific rather than generic, the College meets the state average for relationship between the two- and four-year programs.

3. What factors account for a satisfaction with preparation for transfer that is below the State average?

Although the change in program emphasis is a student-initiated choice, the students seem to be holding the College responsible for preparation for transfer. Since they lose credits and their programs do not articulate as closely as is desirable, it is understandable that satisfaction with preparation would be below the state average.

4. Make a value judgment about the program in terms of its enrollment and quality.

Given the nature of the community college client in the 1980s, it is necessary for the College to have an all-purpose program category for those students who, despite a program change, want an associate degree. The enrollment of part-time students in the program is growing at a rate faster than that of full-time. This statistic reinforces the College's need for the program. While it is preferable to have all students enrolled in clearly defined programs so that no credits are lost at the time of transfer, the nature of the client makes a General Studies program essential, and HJC is satisfied with the enrollment and quality of its program.

5. What action(s) does the college plan to take to address the above issues?

The primary action which the College can take in addressing loss of credit, articulation between two- and four-year programs, and satisfaction with preparation for transfer is better advising and counseling of those students who enroll in General Studies. Five years' experience with the program, however, suggests that despite intensive effort in counseling and advising, these students will continue to pursue their own course and hold the College accountable for problems beyond our control.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Management

PROGRAM HEGIS NUMBER: 5004-01

LEVEL OF AWARD: AA/Certificate

1. The ratio of enrollment-to-awards in this program is considerably higher than in similar programs in other Maryland community colleges. What factors account for the relatively low number of awards at your college?

There are three factors that would account for the low number of awards in the College's management program. The majority of these students are enrolled part-time. In general it takes approximately twice as long for a part-time student to complete a degree as a full-time one. A review of the motivation for enrollment in the program indicates that most of these students are enrolling to meet employment or promotional goals. Therefore, they take the core management courses and are not particularly concerned with the general education component of the program. Finally, the value of the associate degree is secondary to the achievement of the specific skills available through the core courses. Therefore, the completion of the degree is very often an afterthought on the part of these students.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

A review of the Maryland public community colleges' graduate follow-up questionnaire for the five graduates of 1980-81 indicates that four of them either enrolled in the program to update skills for a job currently held or to achieve more education to qualify for the job desired. One graduate indicates that he intended both to practice the management profession and to transfer. He is a group manager of an industry in the College's service area and has successfully transferred to another institution on a part-time basis. It appears that the personal goals stated by the students in their graduate follow-up correlates very closely with the rationale provided in question 1 for a low ratio of enrollment-to-awards.

3. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

The original program proposal document assumed that the degree would be held in high esteem in Washington County. We projected for the 1980-81 year that there would be 25 graduates. Since only five graduated, it is safe to assume that the response to question 1 regarding the value of the degree is an accurate assessment.

4. What does the college consider to be a minimum number of awards for a successful program?

A range of three to six associate degrees would be a measure of the success of the program. Another critical variable for a successful program is the satisfaction of those students who enroll in the program. Since the enrollment in the College's management program has increased every year since the inception of the program, we consider the management program to be successful.

5. Make a value judgment about the program in terms of its enrollment and quality.

A follow-up with those students enrolled in the management program along with a perusal of the graduate follow-up questionnaires reveals very positive response regarding the structure and content of the management program. Therefore, the College considers the management program to be of high quality. As indicated in question 4, the program has been increasing in enrollment every year since its inception.

6. What action(s) does the college plan to take to address the above issues?

Since the program is meeting the objectives set by those who enroll in it, only "fine tuning" is needed at this point. The program advisor will work more closely with the College counseling staff to reinforce with the students the value of having the associate degree.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Harford Community College

PROGRAM TITLE: Arts & Sciences (transfer)

PROGRAM HEGIS NUMBER: 4910-01

LEVEL OF AWARD: AA

A committee of seven faculty from divisions offering the Arts and Sciences options evaluated each option as follows:

- A. American Studies - The College will drop this option due to insufficient enrollment.
- B. Art - Full-time Faculty are highly trained. The art historian holds the PhD and has done considerable post-graduate study. Both studio artists are working professionals with graduate degrees. Design and watercolor courses fit into a variety of curricula. Art history is a humanities survey elective in all curricula.
- C. Music - The one full-time faculty holds a graduate degree. He is also a successful arranger. This option has turned out graduates who have transferred successfully to four-year schools.
- D. Humanities/Social Science - This option is the original A & S program. All courses are offered in a variety of curricula.
- E. Psychology - The program is equivalent to or exceeds the requirements of transfer institutions for persons majoring in the field. All courses within the curriculum have been articulated with all Maryland public colleges and universities and are transferable. Based on data obtained during the recent re-accreditation study, faculty were judged to be strong to exceptional. Psychology courses contained in the Psychology Option to the Arts and Sciences program also serve other curricula. Considerable effort has been made to articulate courses with programs with large numbers of students enrolling in these courses, for example, Nursing and Criminal Justice.
- F. Political Science/Public Administration - The program is equivalent to or exceeds the requirements of transfer institutions for persons concentrating in these fields. All courses within this curriculum have been articulated with all Maryland public colleges and universities and are transferable. Based on data obtained during the recent re-accreditation study faculty were judged to be strong to exceptional. Some courses are required in other curricula, for example, Criminal Justice.

- G. Sociology - The program is equivalent to or exceeds the requirements of transfer institutions for persons concentrating in this field. All courses within the curriculum have been articulated with all Maryland public colleges and universities and are transferable. Based on data obtained during the recent re-accreditation study, faculty were judged well to be qualified. Exceptional strengths and some weaknesses were identified. The weaknesses are being addressed. Sociology courses contained in the Sociology Option also serve other curricula.
- H. Mathematics - This option has a strong faculty and adequate equipment and facilities. Math courses serve as college-wide requirements for many curricula.
- I. Biology - A strong faculty has excellent facilities, but would like to upgrade periodicals. Biology also provides support to Nursing curriculum.
- J. Chemistry - A strong faculty and excellent equipment combined with a good job market for B.S. degree holders should draw more students than at present. Chemistry provides critical support to nurses.
- K. Physics - A strong full-time faculty uses excellent facilities, but a shortage of summer classes exists. All courses are articulated.

What action(s) does the college plan to take to address the above issues?

Low completion rate is the primary problem. To an extent, the College addressed that issue when it split Arts and Sciences into several options. These have just begun to take effect, with five candidates for mid-year graduation in Arts and Sciences. The College will continue to monitor the success of its transfers in all State colleges and universities. And HCC will continue to develop discipline-oriented options.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Harford Community College

PROGRAM TITLE: Drafting-Surveying

PROGRAM HEGIS NUMBER: 5303-01

LEVEL OF AWARD: Certificate

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

Number of respondents (graduates)	16
Employed part-time	5
Employed full-time	11
Transferred	0
Achieved goal or still enrolled	11
Satisfaction with preparations for employment	14

Twenty-eight students were selected in a telephone interview.

- A. Students think in terms of individual courses, and not necessarily certificates. Similarly employers do not appear to differentiate between certificates and individual courses regarding starting salary.
 - B. An almost equal breakout exists between Drafting and Surveying. This information tends to support concerns about developing two separate certificates.
 - C. More people are employed either in Drafting/Surveying or a related field than taking courses. Typically 7 to 9 percent of the students are recent high school students and doing career exploration.
 - D. About 75 percent of Drafting/Surveying students are employed full-time and half of those in a field either directly or somewhat related to their college program.
2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program.

The two questions responded to in 1979 indicated a data problem. Presently we do an acceptable job of coding Drafting/Surveying students, costs appear more reasonable, and our data system appears to be more reliable. At that time, we did indicate the potential negative influence of part-time instruction. Given the continuity of part-time instruction, increased full-time staff support and improved marketing, class sizes have increased.

3. Make a value judgment about the program in terms of its enrollment and quality.

Program enrollment. Majors appear to be holding around 18 - 20. With the inclusion of a second Surveying course approved in Spring 1981, sequences in Drafting, Blue Print Reading, and Surveying now exist. The College could afford to live with these figures given an average class size of 21 for the certificate courses.

Quality. Under general comments it was noted that end-of-semester student evaluation and faculty evaluations speak positively to the quality of presentation. Course syllabi are up-to-date, faculty are well qualified, and equipment and materials are acceptable.

4. What action(s) does the college plan to take to address the above issues?

- A. Considerable discussion by the Program Evaluation Committee centered around offering two separate certificates, one in Drafting and one in Surveying.
- B. Request the Program Evaluation Committee continue to function as a Curriculum Advisory Committee in Drafting and Surveying.
- C. With part-time faculty and a full-time staff college engineer continuing to teach the majority of courses, the College needs to (a) encourage the full-time staff to provide continued program leadership and (b) include part-timers in instructional improvement activities.
- D. Continue to explore an AA degree in Site Supervision/Construction Management. The Blue Print Reading and Drafting courses would be core courses.
- E. When possible, generally increase the visibility of the Drafting/Surveying certificate. Some discussion should take place regarding which division of HCC the certificate belongs. If increased use by the 18-25 population occurs, increased placement/co-op activities will need to be explored.
- F. Concern still exists regarding usable data with respect to Harford's data system. The faculty need to do a better job of advising and generally communicating with Drafting/Surveying students.

Deadlines:

February 1983 - Appointment of Drafting/Surveying Curriculum Committee by President.

March 1983 - Certificates to Curriculum Committee after review by Career Studies Division (January 1983) and Advisory Committee (February 1983).

May 1983 - Form Site/Supervision Construction Management Curriculum Review Committee -- Fall 1984 presentation to HCC Curriculum Committee

1983-84 - Catalog inclusion of: Drafting, Surveying, Site Supervision/Construction Management

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Harford Community College

PROGRAM TITLE: Science Lab Technology

PROGRAM HEGIS NUMBER: 5407-01

LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

The College conducted a mail survey of the program's 37 graduates between the years of 1974 and 1981, and the results are given below.

Number of Respondents	23
Employed Part-time	8%
Employed Full-time	
Job Directly Related	44%
Job Somewhat Related	8%
Job Not Related	20%
Transferred	32%
Achieved Goal or Still Enrolled	72%
Satisfied with Instruction in Program	100%
Among Full-time Employees	
Median Annual Salary	\$13,000
No. Reporting Salary Data	21
Began Present Full-Time Job After	
Leaving College	44%

2. Make a value judgment about the program in terms of its enrollment and quality.

As part of the College's reaccreditation process, the Science Lab Technology program was evaluated and its strengths and weaknesses are summarized in the report submitted to the SBCC.

In addition, the College activated a committee to review and reevaluate the program based on the State Board's request. The committee reported that the Science Lab Tech program is consistent with the College's goals. The enrollment for the program is stable and reflects changes consistent with the College's changing enrollment patterns. The program is considered to be of the highest quality, and appropriate to the students' needs. This statement is supported by the fact that 52 percent of its graduates found full-time jobs related to the skills they acquired at Harford Community College.

3. What action(s) does the college plan to take to address the above issues?

Harford Community College plans to maintain the Science Lab Tech program as it currently exists. In addition, the program director will work in conjunction with the college's Human Development Division to prepare additional materials to help increase enrollment in the program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Howard Community College

PROGRAM TITLE: Arts & Sciences (transfer)

PROGRAM HEGIS NUMBER: 4910-01

LEVEL OF AWARD: AA

1. The ratio of enrollment-to-awards in this program is considerably higher than in similar programs in other Maryland community colleges. What factors account for the relatively low number of awards at your college?

Many of our science students (pre-medicine, pre-dentistry, pre-pharmacy, pre-nursing, and pre-medical technology) are transferable to a four-year institution without earning an AA degree.

Some Howard Community College students may not realize the significance of obtaining an AA degree. Also, some students do not plan in advance to fulfill the AA degree requirements.

The transfer of students before the receipt of an AA degree is not generally a problem to students as they transfer successfully. As most of these students accumulate their credits at Howard Community College before transferring, this is not a significant problem for the College.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

The data used to respond to describe the personal goals of students were obtained from the 1976, 1978 and 1981 student follow-up questionnaire.

<u>Primary reason for attending this college</u>	<u>Number</u>	<u>Percent</u>
Exploration of new career or academic areas	1	5%
Preparation for immediate entry in a career	2	10%
Preparation for transfer to a four-year institution	10	48%
Update skills for a job currently held	4	19%
Interest and self-enrichment	3	14%
Other	1	4%

3. What does the college consider to be a minimum number of awards for a successful program?

The college considers eight to ten awards per year as the minimum number for a successful program.

4. Make a value judgment about the program in terms of its enrollment and quality.

Presently, there are 61 students enrolled in science emphasis programs. The present AA science emphasis options are traditional, high quality programs. The courses and programs are fully transferable in Maryland and throughout the country. Students who have completed the programs or related courses at HCC have completed or are in the process of completing four year or graduate degrees that include pharmacy, medical technology, dentistry, biological sciences, chemistry, entomology, microbiology, dental hygiene, and physical therapy. In personal interviews with science faculty, these students have expressed great satisfaction with their science preparation at HCC.

5. What action(s) does the college plan to take to address the above issues?

The college's action plan includes the following:

- A. Provide better advising of science students.
 - 1. Help with articulating AA degree with transfer requirements.
 - 2. Stress advantages of AA degree completion.
- B. Provide Pre-Allied Health option with AA science emphasis. The option will correlate with four-year programs in radiologic technology, dental hygiene, and physical therapy, and will be flexible enough to meet individual needs.
- C. Modify existing AA science emphasis Life Science option to have greater flexibility in specific science courses.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Howard Community College

PROGRAM TITLE: Nursing

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. Satisfaction among graduates with the quality of instruction in this program is substantially lower than the State average. What factors account for this finding?

There are several factors which may have been influential in 72 percent of the 1980 respondents indicating satisfaction with the program.

Philosophically, the program contains several components which are not easy for the student, but which we believe produce more functional, independent learners. The use of independent study approaches and the inclusion of clinical evaluation days are two such major elements.

1. Graduates must continue to learn in an independent manner. To facilitate this, the program is structured so that students become more proficient at independent study techniques. Most of our students come from a traditional educational setting and find independent study difficult.
2. Learning and evaluation are separate and that students should have learning time which is not graded. Therefore, there is a separate clinical evaluation day in most of our clinical courses. It is a stressful setting and students would prefer not to have it.
3. As is theoretically true in all ADN programs, the College does not prepare graduates for leadership/charge positions. Responses from our own graduate questionnaire of the 1980 class indicate being placed in leadership positions is a frequent concern.

2. Is it correct that enrollment in the program increased by 29% in 1981?

The enrollment reported in the PDM system for Fall 1981 includes all students who have indicated Nursing as their present or intended major.

The enrollment in the clinical courses for Fall 1980 and 1981 is as below:

	<u>Fall 1980</u>	<u>Fall 1981</u>
NU 101	92	88
NU 201	58	88

3. According to the discipline cost analysis, the credit hour cost for this discipline is considerably higher than the statewide cost for the same discipline. What factors account for the higher cost?

The cost center in which Nursing is located also includes Biomedical Electronics Technology and Vision Care. In doing the cost analysis the budgeted monies were divided proportionate to the number of FTEs. This resulted in Nursing being given greater than actual costs in such areas as administrative costs, capital, and supplies.

Although Capitation monies were included in the analysis, it is the understanding of our Assistant to the Dean of Administrative Services that not all schools report such funds. In addition fringe benefits were calculated in indirect costs. Indirect costs also have more impact on smaller programs.

Although the PDM shows higher discipline costs, the faculty-student ratio in Howard's Nursing program is lower than in any other program within the State. Howard's nursing faculty carry 17 to 23 students in a clinical group as compared with 8 to 12 in other programs.

4. Make a value judgment about the program in terms of its enrollment and quality.

The Nursing program continues to have a strong student interest and there are many students enrolled at the College who have identified Nursing as their intended major. Enrollment increase in the clinical courses of the Program is planned to go to a maximum of 100.

Program quality is assessed on an ongoing basis. Graduates are employed, attrition is within acceptable ranges, success on NCLEX is satisfactory, feedback from accrediting agencies is positive, and student response is satisfactory.

5. What action(s) does the college plan to take to address the above issues?

It is recommended that cost centers be split so that actual costs of the program will be reflected.

Evaluation of the program in terms of its major elements will continue to be the basis of revision. Some of the revisions which have occurred include:

More intensive orientation of incoming students to the characteristics of the Program.

A guided introduction to the process of independent study for freshmen.

A revision of clinical evaluation tools at the Sophomore level in response to recommendations of a faculty-student committee.

SBCC RECOMMENDATION:

The College is requested to follow the Discipline Cost Analysis Manual, and treat fringe benefits as direct costs (see page 4-1).

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Howard Community College

PROGRAM TITLE: Carpentry

PROGRAM REGIS NUMBER: 5317-03

LEVEL OF AWARD: Certificate

I. What factors account for the low placement of students in their field of training?

Forty-one graduates in carpentry were identified for the period 1979-1982. Of these forty-one, there were eleven who were inmates of the Patuxent Institution and who are still incarcerated.

We were unable to reach five of the graduates.

Two graduates had moved out of the state. One advanced from being a Carpenter's Helper to Foreman for a contractor, while the other graduate moved from being a music teacher to a self-employed home remodeling contractor.

Fourteen graduates reported that they are working in a training-related field as carpenters, foremen, maintenance workers or self-employed as contractors.

One applicant is unemployed.

Eight applicants are employed in areas other than training-related. One of these is retired. All reported that they used their skills to build, add-on, or improve their homes, or as part-time business.

If we exclude the inmates of Patuxent Institution, 16 of 30 graduates (53 percent) are employed in training-related jobs, while eight others are using these skills on a more personal or avocational basis. If we consider the possibility that the program at Patuxent Institution was a viable and valuable educational service, then we would report that 26 of 31 graduates were served by the program. This would be a "success" rate of 84 percent (not knowing the status of the five remaining graduates).

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

The sixteen graduates working the field, the following breakdown of titles is presented:

<u>Title</u>	<u>Number</u>
Carpenter	6
Foreman or Manager	4
Contractor	1
Self-employed Contractor	5

3. If the original program proposal estimated the percentage of graduates to be employed full-time in their field of training, how does recent experience compare with the estimate? If there are differences, what factors account for them?

The original proposal was written in 1975 and the projection for the program did not extend past 1980. The number of graduates projected for the fourth and fifth years (1979 and 1980) were fourteen and sixteen respectively. Based on the data presented above, there were forty-one graduates in the years 1979-1982, averaging fourteen graduates per year and is close to the original projections. The percentage of graduates who are working in a training-related field is 53 percent (this does not include the 11 inmates of the Patuxent Institution. If we include them as "positive terminations", the percentage increases to 87 percent).

4. Describe any contacts that you have had with employers about the curriculum and the need for the program.

The full-time faculty member, operating within a system of management by objectives, has the responsibility to visit contractors, builders, and other related organizations on a regular basis both as a recruiting effort and as part of his continued professional growth.

The review and need for the program is regularly addressed by convening a lay advisory committee. The members include a construction consultant, the principal, Howard County Vocational-Technical Center, a builder, the Supervisor of Education, Howard County Department of Education, the president of Vicendese Builders, Inc., the coordinator, Apprenticeship Committee (Union), a masonry instructor, Western Vocational-Technical School, and a home remodeling contractor.

5. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?

A response to SBCC was made as part of the 1979 Program Evaluation. It was the College's conclusion that the carpentry program was successful and that there had been a problem in the way in which the data were reported and compiled.

6. Make a value judgment about the program in terms of its enrollment and quality.

The College feels that the program is valuable and intends to submit a proposal to SBCC to endorse an Associate in Arts degree program in residential construction.

7. What action(s) does the college plan to take to address the above issues?

The College feels that the data presented above reflect quite favorably on the program, and the College plans to expand the program upon SBHE approval.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Montgomery Community College

PROGRAM TITLE: Humanities (transfer)

PROGRAM HEGIS NUMBER: 4930-01

LEVEL OF AWARD: AA

- I. The ratio of enrollment-to-awards in this program is considerably higher than in similar programs in other Maryland community colleges. What factors account for the relatively low number of awards at your college?

There are four areas of concentration at Montgomery College designated under Hegis Code 4930-01; namely, Cartography, Geography, Community Planning and Pre-Law. These areas, except for Pre-Law, also have career options under Hegis Code 5508-02.

The comparison of the ratios of enrollment-to-awards in Hegis Code 4930 at Montgomery College with programs at other community colleges in this same Hegis Code may be misleading as concentrations classified under the same transfer Hegis Code may vary from college to college. We do not know the full extent of that variance between Montgomery College and the other colleges with a 4930 program and therefore cannot judge the degree of relevance of such a comparison.

The low number of awards at Montgomery College is best explained in terms of enrollment by curriculum (see the #2 response) and the different opportunities a student has in charting a program of study.

The Pre-Law student is generally advised to pursue a series of courses outlined in the first two years of the program he or she plans to pursue at the four-year institution to which he/she plans to transfer. This eventually leads to one of two decisions on the part of the student, those being to transfer before completing the associate degree or, as a small number may do, apply for the degree in Hegis Code 4930.

The students in the Geography, Cartography and Community Planning curriculum also tend to transfer before graduation or apply for the degree in the career option of these programs.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

The review of enrollment documents of 133 students reported for Fall 1981 in Hegis Code 4930 reveals the following:

<u>Areas of Concentration</u>	<u>Number of Students</u>
Cartography	11
Geography	33
Community Planning	17
Pre-Law	52
Total	<u>133</u>

<u>Reason for Attending</u>	<u>Number of Responses</u>
To explore a new career/ academic area	12
To prepare for entry into a career	5
Prepare for transfer to a four-year institution	65
Update present job skills	4
Self-enrichment	4
No reason given	41
Other	2
Total	<u>133</u>

<u>Academic Goals</u>	<u>Number of Responses</u>
To take courses only	28
To obtain a certificate	5
To obtain a degree	48
No stated goal	52
Total	<u>133</u>

3. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

This program was in existence prior to 1974. The original request for implementation did not indicate an estimated number of awards.

4. What does the college consider to be a minimum number of awards for a successful program?

The College does not place as a priority on the number of awards in any given program. In our college planning of goals and objectives we emphasize student goal achievement as a major objective, not a certain number of awards. The five year objective as stated in our planning document is that 80 percent of those students whose goals are transfer or employment will meet that goal. As our annual studies are conducted we will be able to better analyze our success in attaining our objectives in all program areas.

5. Make a value judgment about the program in terms of its enrollment and quality.

The enrollment in the four areas of concentration designated under this program when combined with enrollment in the career options of Geography, Cartography and Community Planning have been stable for the past four years. We are satisfied with the quality of instruction as student follow-up information reveals that 100 percent of those responding achieved their goal and were satisfied with their instruction.

6. What action(s) does the college plan to take to address the above issues?

We will continue to monitor the enrollment and awards in this program. A collegewide procedure for program review is being developed with plans that every program will be reviewed at least every five years.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Montgomery Community College

PROGRAM TITLE: Communication & Broadcasting

PROGRAM HEGIS NUMBER: 5008-01

LEVEL OF AWARD: AA

1. What factors account for the low placement of students in their field of training?

This curriculum was revised in November 1979, at which time separate options for Radio and Television were established. A new course, VT 275, TV and Radio Internship, was approved as an elective for both options. The revised options were implemented in Fall 1980. Since the revisions, students have been placed with seven television stations, seven radio stations and other employers with curriculum related needs. We will be reviewing the follow-up survey data of the 1982 graduates to determine if placement now is improved.

2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.

In reviewing the follow-up with faculty, 43 students have been identified as being employed full- or part-time, and the following job titles have been recorded:

News director
Sound operator
Engineer
Audio Engineer
Sales - TV/radio ads
Studio manager
Sales clerk

News editor
Studio floor director
Camera operator
Video Tape editor
Newscaster
Technical services assistant

These data were obtained in the Fall term 1982.

3. Describe any contacts that you have had with employers about the curriculum and the need for the program.

With the VT 275 Internship Course, the faculty and students are in contact with the four employers in this area, ABC-TV, NBC-TV, WINX-AM, and WTOP-AM. In addition, the Curriculum Advisory Committee consists of membership of eight persons employed in the communications and broadcasting industry. This committee meets at least once in each of the Spring and Fall semesters. Through the Committee and the contacts with the stations, faculty are able to monitor the need for and relevance of the program.

4. Since the percentage of graduates doing transfer work is higher than the percentage employed full-time in the field, the college is encouraged to consider converting the program to a transfer option.

A review and discussion to have a transfer option is underway. Following the review of the 1982 graduate survey, a decision on this matter will be made.

5. Make a value judgment about the program in terms of its enrollment and quality.

We are extremely pleased with the enrollment, which has doubled since 1978. The quality of the instruction and course content for these revised programs will be more appropriately judged after the 1982 graduate survey.

6. What action(s) does the college plan to take to address the above issues?

The curriculums are again being reviewed for inclusion of up-to-date technology information and operations. A transfer option also is being considered by the curriculum committee for possible future implementation.

SBCC RECOMMENDATION:

It is recommended that the catalog statements about the program include information about the limited opportunities for full-time employment in the field.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Montgomery Community College

PROGRAM TITLE: Civil Engineering Tech

PROGRAM HEGIS NUMBER: 5309-01

LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

In reviewing the responses for the above program from recent follow-up surveys of graduates and first-time students, the following results were obtained.

Number of Respondents	13
Employed Part-time	8%*
Employed Full-time	
Job directly related	15%
Job somewhat related	15%
Job not related	8%
Transferred	54%

*This student was employed part-time in a job directly related to the program while attending another college.

The responses indicated that 54 percent of the students had transferred and were not employed. However, if students were employed full-time (38%) they tended to be employed in a job that was either directly related or somewhat related to their curriculum.

2. Make a value judgment about the program in terms of its enrollment and quality.
3. What action(s) does the college plan to take to address the above issues?

This program is undergoing review by the Instructional Dean and the Rockville Campus Committee on Curriculum. The Advisory Committee will be asked to evaluate the program for possible revision or discontinuance. We have reported previously the possible discontinuance in two years.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
PROGRAM EVALUATION REPORT
1982

COLLEGE: Montgomery Community College

PROGRAM TITLE: Geography, Cartography, and Community Planning

PROGRAM HEGIS NUMBER: 5508-02

LEVEL OF AWARD: AA

- I. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

In reviewing the responses for the above program from recent graduate and first-time student follow-up surveys, the following results were obtained.

Number of Respondents	13
Employed Part-time	15%*
Employed Full-time	
Job directly related	15%
Job somewhat related	15%
Job not related	15%
Transferred	23%
Home responsibility	8%
Seeking employment	8%

*Students were employed part-time in jobs directly related to their program while they were attending another college or university.

Forty-five percent of the respondents were employed full-time. The majority of the respondents who were employed full-time were working in jobs that were either directly related or somewhat related to their curriculum. Only one student was seeking employment.

2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?

The previous evaluation report suggested reducing the six associate degree options to a smaller number and developing certificate programs.

The College has completed a revision of the curriculums and reduced the number of options for degrees to three. Each area, Geography, Cartography and Community Planning have a common set of courses for the freshman year. The sophomore year required courses are limited with the majority of courses scheduled for each student with the approval of the faculty advisor. This permits both career and transfer students to select the appropriate technical courses.

Although the department had indicated in the 1979 program evaluation report that a certificate program would be considered, the proposal has not been finalized. It is anticipated that a proposal for a certificate will receive final review by the College Curriculum Advisory Council in April 1983.

The action taken to date has clarified the curriculum for students and made advisement and selection of courses much more personal. The addition of a certificate should also satisfy the needs of a number of students taking a few courses for job promotion and skill upgrading.

3. Make a value judgment about the program in terms of its enrollment and quality.

The enrollment in this program in the combined career and transfer options has increased from 50 students in 1973-74 to 85 students in 1981-82. Our surveys reveal a high degree of satisfaction with the content and quality of the programs. The members of the Advisory Committee who are employers in the career area have played an important role in recommending curriculum changes.

4. What action(s) does the college plan to take to address the above issues?

The Academic Vice President is carefully monitoring the program and the enrollment. We are adding laboratory equipment for Computer Graphics in the Cartography program, which will again strengthen the program to meet current job requirements.

The suggestion in the 1979 report to request statewide status for this program was considered. However, in view of the lack of total State funding for statewide programs, the decision has been made not to request any more statewide programs. At such future time as full reimbursement for the tuition differential is budgeted, the College may then reexamine the decision.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Prince George's Community College

PROGRAM TITLE: Engineering (transfer)

PROGRAM HEGIS NUMBER: 4940-01

LEVEL OF AWARD: AA

1. The ratio of enrollment-to-awards in this program is considerably higher than in similar programs in other Maryland community colleges. What factors account for the relatively low number of awards at your college?

As summarized in PGCC Report No. 82-39, the awards to enrollment ratio for each of the five largest community college engineering transfer programs in the State was under 4%. Although the PGCC ratio was the lowest of these 5, if just one more student had chosen to apply for the degree, PGCC would have ranked fourth. The differences between ratios for these colleges with similar programs do not appear to be significant. What is significant, however, is that the overwhelming majority of engineering transfer students at all five of these schools do not bother to earn the AA degree.

Because of the geographic proximity of PGCC to the University of Maryland at College Park (UMCP), PGCC gets more students who are concurrently enrolled at UMCP than the other community colleges. Some of these students come to PGCC to get one course at a convenient time.

2. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

Nine out of every ten respondents indicated that the primary reason for attending PGCC was to prepare for transfer to a four-year institution. Approximately one third are planning to complete degree requirements before transferring, while the remaining state their intent to transfer and continue in the engineering area. Many of these students are concurrently enrolled at UMCP and PGCC.

3. What does the college consider to be a minimum number of awards for a successful program?

The program is meeting the needs of the students it serves. The AA award for this particular program is primarily a "certificate" indicating that a student has passed the halfway point toward the degree actually required for entry into the engineering profession. Thus, this program would be considered a success even if there were no students who chose to apply for the AA.

4. Make a value judgment about the program in terms of its enrollment and quality.

The program continues to be successful in meeting the needs of the students it serves.

- A. The addition of a thermodynamics course during the academic year 81-82, and the planned addition of a numerical methods/programming course within the coming year, will provide a program which includes all freshmen-sophomore core courses common to the various engineering disciplines.
- B. Enrollment has shown a steady increase, even though about one-half of those enrolled are in the under 21 age group, a group of decreasing population.
- C. Transfer coordinators and faculty at UMCP and George Washington University have expressed complete satisfaction with the quality of preparation of our students. GWU sends a representative each year to actively recruit transfer students from among our student body.
- D. Students who have transferred to the four-year schools and then returned to PGCC to visit or take another course have expressed satisfaction that they have been properly prepared for the remainder of their degree programs.
- E. The program provides an opportunity for students who are not admissible as engineering freshmen at a four-year school to fill gaps in their education, demonstrate when they are prepared to proceed for the rest of the four-year degree, and take a broader range of courses applicable to the degree than if they were at UMCP in a pre-engineering program.
- F. The cost per FTE student compares very favorably with other community colleges.

5. What action(s) does the college plan to take to address the above issues?

The college plans to continue to provide the equivalent to the first two years of the four-year BS degree in engineering. Liaison will be maintained to ensure that program content, course content, and academic standards are comparable to those of the colleges for which the students are preparing. Remedial courses and support services will continue to be available to those who need extra preparation before entering the main program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Prince George's Community College

PROGRAM TITLE: Mechanical Engineering Technology

PROGRAM HEGIS NUMBER: 5301-01

LEVEL OF AWARD: AA

1. The number of respondents to the follow-up surveys is inadequate to draw a conclusion about job placement. Submit additional placement information for at least 15 students from surveys of former students.

Out of 21 graduates responding to surveys of graduating classes between 1978 and 1981, 12 were employed in their field of study (57 percent), of which 10 were employed in a full-time position (48 percent). Five others were employed, but not in positions directly related to MET (24 percent). Four were not employed when surveyed (19 percent).

2. Make a value judgment about the program in terms of its enrollment and quality.

Mechanical Engineering Technology is a healthy and growing program at Prince George's Community College. Enrollments have risen in the last two years and it is expected that more AA degrees will be awarded. In addition, classes are now filling to capacity in most cases. This growth apparently represents students' positive assessment of the program's quality.

3. What action(s) does the college plan to take to address the above issues?

The department has redesigned the MET program to include a proposed energy option. We expect positive results, with increased course demand in the future. Our plans will hinge on the direction indicated by enrollment patterns in our revamped MET program.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Prince George's Community College

PROGRAM TITLE: Residential Construction

PROGRAM HEGIS NUMBER: 5317-01

LEVEL OF AWARD: Certificate

1. What factors account for the low enrollment in this program?

The certificate program is intended for those individuals employed in the construction trades who want to advance into supervision and technical administration. With the economics of construction declining for the past three years, there is little opportunity to either maintain employment in the construction trades or to advance into inside work. Enrollment in the program follows this trend to some degree. High levels of construction activity would not necessarily provide a rapid increase in the number of students in the program. The program is not promoted in any manner and there is now a reserve labor pool of qualified people to step into supervisory roles.

2. This program was identified for a qualitative evaluation several years ago. What actions were carried out by the college in response to that previous evaluation, and what was their effect on the program?

The construction certificate program provides a terminal point for students who enroll in the civil technology courses. A student who continues in the civil program is headed for positions in engineering design or other engineering consulting activities. The certificate is intended for those students who want to use just that much of the civil program for their advancement into residential construction. The certificate students are headed in the direction of business and management so there is no need to continue with engineering courses.

There have been no changes in the certificate program since there have not been enough students to provide any sense of direction for such changes. The technical courses are shared by other students in the civil program, so these will not change unless there is a need to do so caused by the associate program. The other courses in the certificate program are basic English and mathematics plus drafting. These courses can be selected with flexibility for the student's level of academic ability. Any attempts to alter the program at this point are without meaning when enrollment is so low.

3. Make a value judgment about the program in terms of its enrollment and quality.

The certificate program has no courses of its own; it is simply a sequence of courses selected for those students with a limited interest in the construction industry. Whatever quality there is in the program is that which already exists in the courses.

4. What action(s) does the college plan to take to address the above issues?

The College plans to file for discontinuance of this program in the near future. At the present time, the College is attempting to identify the individuals who appear to be certificate candidates in the program, and to determine thereby an appropriate termination date. Discontinuance action will be requested not later than March 31, 1983.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT

1982

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Nursing

PROGRAM HEGIS NUMBER: 5208-01

LEVEL OF AWARD: AA

1. What factors account for the relatively low placement of students employed full-time in their field of training?
2. For graduates who secured full-time employment, list the occupational titles reported on the most recent follow-up survey.
3. If the original program proposal estimated the percentage of graduates to be employed full-time in their field of training, how does recent experience compare with the estimate? If there are differences, what factors account for them?
4. Describe any contacts that you have had with employers about the curriculum and the need for the program.
5. Make a value judgment about the program in terms of its enrollment and quality.
6. What action(s) does the college plan to take to address the above issues?

The request to evaluate this program was stimulated by the data provided in the 1980 Graduate Follow-Up Study. These data, at first glance appear unrealistically below state norms. In particular, they indicated that 45 percent of the graduates were employed part-time and 36 percent are employed full-time, as compared to 27 percent and 61 percent statewide, respectively.

As a result, the questionnaires submitted by the nursing graduates were reviewed. From this review, it was obvious that some inconsistencies in the responses by the graduates were the cause of the unusual data pattern shown on the PDM. For example, one student indicated on question 7 that she worked 48 hours per week but on question M indicated that she was a part-time employee. Inconsistencies were located on three of the eleven responding questionnaires.

The three individuals were contacted by telephone and were asked to correct the inconsistencies to reflect their true employment situation. Taking into consideration the corrected information of the eleven respondents, seven are employed full-time (64 percent) and 2 graduates are employed part-time (18 percent). One of these two graduates is a full-time student pursuing a Bachelor's degree. I believe that these corrected data would put Wor-Wic Tech's ADN Program within the range of state norms as reported in PDM.

This program is extremely important to Wor-Wic Tech, and it is constantly being monitored and adjusted to operate effectively and meet the needs of the local community.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

PROGRAM EVALUATION REPORT
1982

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Automotive Technology

PROGRAM HEGIS NUMBER: 5306-01

LEVEL OF AWARD: AA/Certificate

1. What factors account for the decline in enrollment in 1981?

The decline in enrollments was a direct result of the decline in economic conditions in general and the decline in the automotive industry in particular. The nature of an apprenticeship program such as Wor-Wic Tech's automotive program is one which directly reflects the condition of its related industry.

A survey of a sample of representatives of the local automobile industry was conducted to obtain the industry's view of this problem. In addition to reinforcing the noted difficult economic times which reduced the need for more mechanics and participation in the program, another factor emerged. In the last several years considerable consolidation of independent automobile dealers has occurred. The impact has further reduced the number of automotive employers and mechanics needed in the area. It has resulted in an increase in the availability of trained and experienced mechanics in the market place. Opportunities for new mechanic trainees declined substantially.

An additional trend working against the program was also observed as a result of the survey. Given the availability to the dealers of experienced mechanics with basic training completed, training emphasis and company funds have been used to send employees to factory-run training programs in the latest technological changes in the industry.

Lastly, the few students who enrolled in selected courses in the curriculum for personal interest or need also declined. The general "belt tightening" due to current economic conditions makes enrollment more of a luxury than need for these students.

2. What factors account for the low number of awards?

The program was designed to require three years of continuous, part-time enrollment for completion of an Associate in Arts degree. Since the program began in the Fall of 1977, the earliest students could complete the program was the Spring of 1980.

The program began with the modest initial enrollment. The program is a rigorous one requiring full-time employment and continuous part-time enrollment in two classroom courses per semester for 34 months. As a result, considerable attrition was experienced. Students left the program for the usual reasons of poor academic performances, but in addition, failure to perform with their employer on the job could and did lead to their firing and removal from the program. A number of students also found employment (usually related to their training), outside the automobile industry that was more lucrative, and left prior to completion of the program.

Therefore, the low number of awards resulted from small entry classes, which faced rigorous requirements, and long time commitments for program completion.

3. Using follow-up or admissions data, describe the personal goals of students who enroll in the program.

In reviewing available data, students' goals entering the program reflected the intent of the apprenticeship character of the program. Students brought into the program as "new hires" by local companies indicated their goals to be either "preparation for immediate entry into a career" or "exploration of new career or academic areas." In the later years of the program when companies were encouraged to send current employees to the program for upgrading, a number of students indicated their goal was to "update skills for a job currently held." A small number of students took selected courses for personal interest. Graduates of the program have indicated that their goals were achieved and that they were satisfied with their experience.

4. If the original program proposal estimated the number of awards, how do the projections compare with actual awards? If there are substantial differences, what factors account for them?

Wor-Wic Tech initially projected that the number of graduates would be as follows:

<u>1980</u>	<u>1981</u>	<u>1982</u>
5	10	15

The actual number of graduates has been:

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>
2	4	1	4 (projected)

These numbers of graduates were based on projected enrollments three years earlier of:

<u>1978</u>	<u>1979</u>	<u>1980</u>
10	25	30

The actual Fall enrollments were:

	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
Total Enrolled	12	32	26	24	11
Apprentices Enrolled	8	23	18	11	6

The substantial difference between projected and actual numbers of graduates resulted from two factors. First the total numbers of students enrolled did not grow as expected; and second, of the number who did enroll, a larger percentage of those students than was expected enrolled for upgrading, or individual interest without participating as apprentices. Graduation from the program is predicated upon participation on the job as an apprentice.

5. What does the college consider to be a minimum number of awards for a successful program?

In general, Wor-Wic Tech expects a "successful" program to produce a number of graduates consistent with college-wide norms (18-20 percent) and in line with state-wide averages for similar programs. Considering the number of apprentices enrolled in Fall 1979, 1980, and 1981, and the number of graduates produced three years later for each entering class, this program's rate of graduation approximates the college's average.

6. Make a value judgment about the program in terms of its enrollment and quality.

Enrollments have not met the expected nor needed levels for a viable college program. The program has operated with a high degree of quality in meeting the goals set for it, as indicated by the level of success of its graduates. However, changing times and needs have greatly diminished the program's relevance to the local automobile industry.

7. What action(s) does the college plan to take to address the above issues?

Wor-Wic Tech is currently reducing the program in preparation to placing it in inactive status. Students in the program "pipeline" are being served in meeting their goal of completing the program. However, no new associate degree apprentices will be admitted starting the Fall of 1983. Courses will continue to be offered periodically upon request of the automobile industry or the local coordinator for the Bureau of Apprenticeship Training. Automotive dealers who were contacted have supported this position.

Such a reduction is achieved without great disruption since no full-time faculty nor specialized facilities are involved. The college will hold the program as inactive until local conditions justify its initiation again. Consideration will be given to content modifications to reflect local training needs at that time.

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